

COLLEGE AND UNIVERSITY

THE JOURNAL *of the* American
Association of Collegiate Registrars
and Admissions Officers

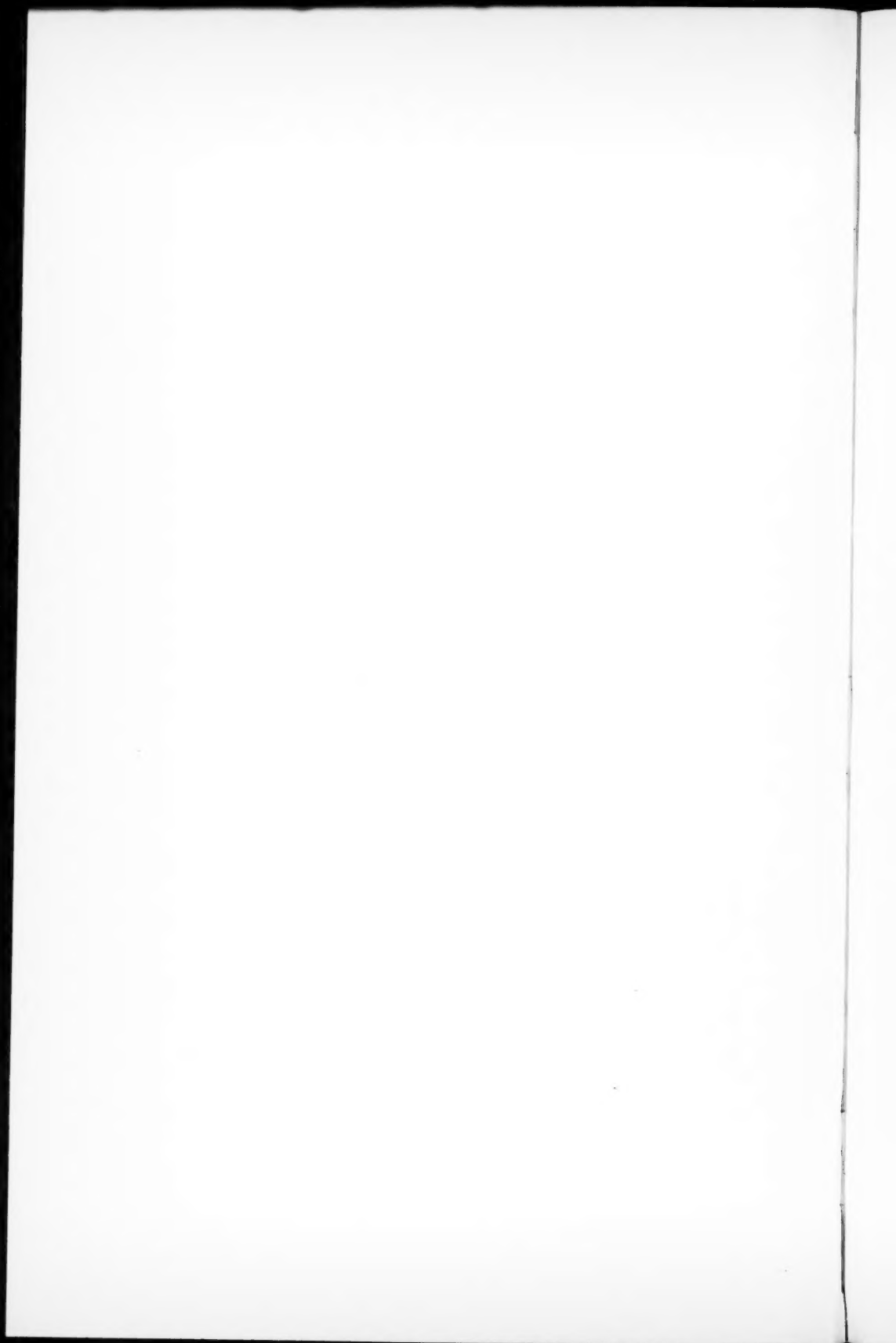


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WILLIAM CRAIG SMYSER is the one man in AACRAO whom every member knows. His thirteen years as Editor made him familiar to all of us. As our last First Vice-President, and now as President, he continues his service to AACRAO and every member.

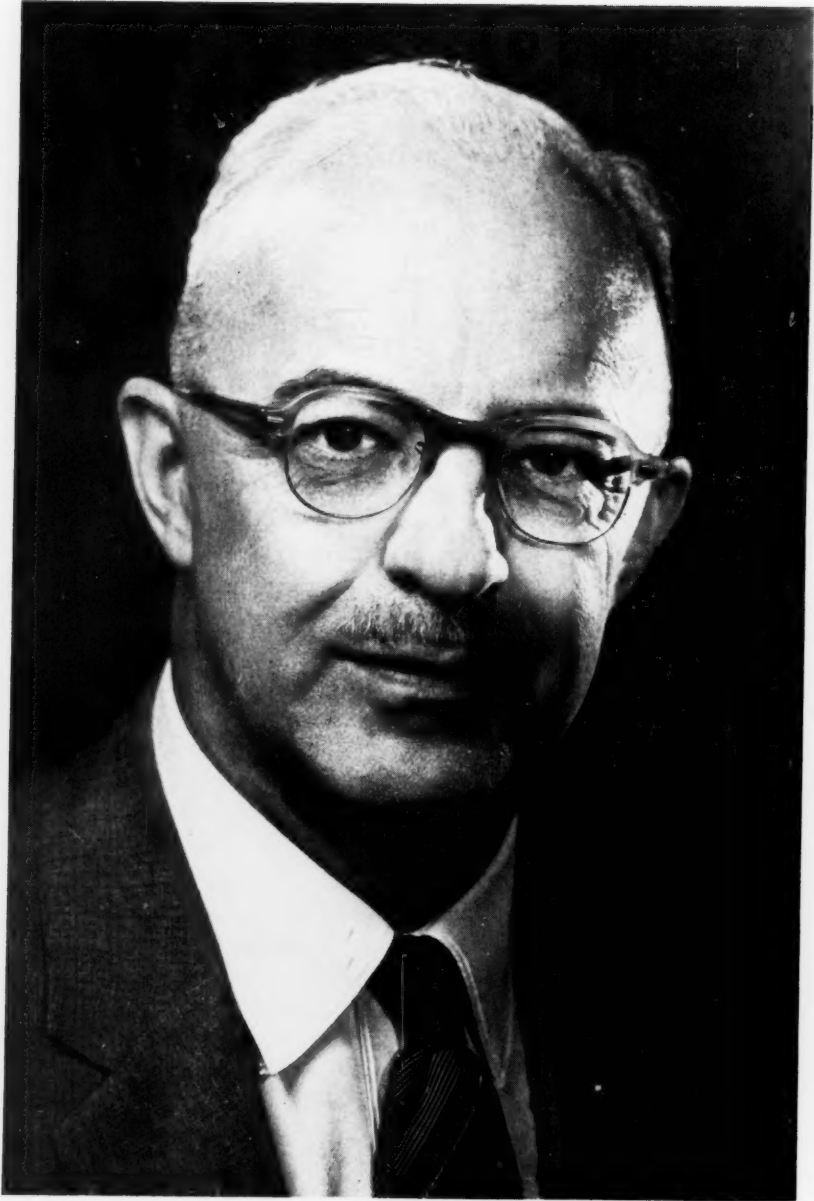
Bill was born in Greencastle, Indiana, where his father was professor of English at DePauw University. Later his father moved to Ohio Wesleyan, where he was registrar and later dean: thus Bill is a second-generation registrar. With an A.B. from Ohio Wesleyan and an M.A. from Northwestern, Bill went on to graduate study at the Sorbonne, the University of Chicago, and Ohio State University. He also spent a year overseas in World War I, during which, in his own words, by dint of soldierly qualities, intelligence, and devotion to duty he rose through the ranks from buck private all the way up to private first class. Later he was a Commander in the American Legion. He married Frances Holt, of Delaware, Ohio; they have one daughter, Mrs. R. L. Fenholt, who has made Bill a grandfather three times.

Beginning as an instructor in Romance Languages at Northwestern University, Bill went on to similar duties at Ohio State, and then to Miami University as Assistant Professor of French. He has been registrar at Miami since 1929, and an associate professor since 1944.

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Bill has been a member of the staff of the *Journal* and COLLEGE AND UNIVERSITY since 1935: first as advertising manager; then, from 1937 to 1942, as book review editor; and for the next thirteen years as the Editor. He needs no introduction: every one of us knows that his elevation to the presidency is only what his distinguished record merits.

S. A. N.



WILLIAM CRAIG SMYSER

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The Work and Hopes of the United Nations in the Atomic Age

FRANK P. GRAHAM

WE COME from North Carolina, upon whose shores the hurricanes first come with terrific power. I remember one night my wife and I were in a little cottage on a sand bar off the coast of North Carolina, a sand bar between the big sound and the great ocean. About midnight one of the most terrific hurricanes that ever hit the Carolina shore broke through the little cottage in which we were staying. We had to seek refuge in a cottage on higher ground. Towards sunrise—being an uplander, I hadn't had much experience with hurricanes—I saw a venerable cook in the kitchen, preparing breakfast as if the world would last at least until the breakfast hour. So I went into the kitchen and said to her—I said this hopefully—"It seems to me that the ocean outside your kitchen window may be going down just a little bit, perhaps." She turned to me with the wisdom of her years and experience on those shores and said, "Mr. Graham, it ain't them little three feet of ocean outside my kitchen window that is bothering me." And then she look afar and said, "It is those 3,000 miles of ocean out there leanin' up against them little three feet."

So in these days of local and global problems, may I, Mr. Chairman and Mr. President and members of this National Association, congratulate you upon your high responsibility and vital function. You are the people who admit the youth of America into its colleges and universities. You admit them into a world-wide fellowship and loy-

alty. The loyalty to alma mater is one of the most precious things in our American heritage. You preside over that admission into that fellowship and you are the keepers of the records where students in their college days, by and large, prophesy what they will do in this world. Those records follow them to the end of their days.

Mr. Chairman, as we look outside our kitchen windows and see those 3,000 feet of problems and perils and hopes, we also sometimes look afar and see those 25,000 miles of problems and perils and hopes reaching around this earth and leaning against the United Nations as one of the chief hopes of freedom and peace in the world. I thought we would consider here together, in perspective and hope, the United Nations in the Atomic Age.

Suppose, first of all, we look at the United Nations in the perspective of our own long past and realize that human beings carry in their conscious and subconscious natures a deep, primitive inheritance of hundreds of millions of years as animals, hundreds of thousands of years as savages, and scores of thousands of years as barbarians. Only during the last few thousand years, with the dawning consciousness of the Fatherhood of one God and the brotherhood of all people, with that unfolding of spiritual insight came the deepening of our awareness as children of God and brothers of men.

Man by nature has the capacity for good and evil. Atomic power, by nature, in the hands of man, has the capacity of good and evil. A greater threat than that which came to the survival of the human species on this planet when those massive glaciers out of the north pushed south and extinguished much of the life on this planet, and when those dinosaurs in a later age roamed the continent—a greater threat than both of those is the threat of atomic power which, with its capacity for evil in the hands of man, might extinguish our species on this planet.

Therefore, in that perspective, we not only most fundamentally need the resources of religion, the power of the churches, and the spiritual conception of the sovereignty, the moral sovereignty, which runs through and undergirds this universe. We need a widening sense of the brotherhood of all peoples. We need the United Nations as one expression of religion in the humane control of the nature of man and the power of the atom. As we look back in perspective across the ages, we come out with a need for the United Nations.

Suppose we come nearer and look at ourselves and the evolution of states in the last 5,000 years, and we see the evolution of political states from tribal states, city states, empire states, and feudal states, to the nation states of modern times. We realize that we are confronted with a great alternative in our time, as to whether the next historical transition in the evolution of political states will be from the nation states to a totalitarian world police state, with its conformity, mediocrity, and tyranny. Will it be to a totalitarian world police state or to the more effective co-operation of nation states in a more adequate United Nations for the more inclusive collective security of freedom and justice and compassion and peace on this earth? So in perspective, not only of hundreds of millions of years but of the last 5,000 years, we come out with the necessity for the United Nations.

Suppose we look at ourselves in the perspective of the last 500 years and three great economic revolutions which themselves came out of ideas in the minds of men and women. And you, the guardians of admissions and records in the universities and colleges of the liberal arts and sciences of our hopeful America, have in your keeping a very precious responsibility in your nursery of ideas and youthful hopes. Even on the level of mechanisms, we find the power of ideas in our modern world. It was out of an idea, the recovery of an ancient idea which had been submerged, the idea that the world is round, and the idea that the earth is a great magnet through which run electromagnetic lines of force to which would always respond true a little needle pivoted on a base in the mariner's compass, which would always point true North or South. That idea, having become a mechanism, became a great economic revolution. Columbus discovered America and Vasco da Gama rounded Africa to Asia and the Indies, tying this world together into one commercially interdependent world, looking towards the day of the need for the United Nations.

And then if we come nearer, to 200 years ago, we find an idea in the mind of professor Joseph Black, in the University of Glasgow, the idea of the latent power of heat which became the expansive power of steam. An idea mechanized became the great steam engine which wrought the great industrial revolution. The procession of power engines around this earth changed the whole structure of the

modern world and made us, all nations and peoples, parts of one industrially interdependent world on top of that commercially interdependent world.

That is the kind of world we were living in on June 28, 1914, when a Slavic boy killed the Archduke of Austria. I don't mean to suggest that the pull of his trigger caused the First World War, but I do mean to suggest that that boy was living in the kind of world where the pull of a trigger, caught upon the wires of the world, released such pent-up economic, imperialistic, political, social, and psychological forces that in less than four years, 2,000,000 American boys had crossed an ocean and 10,000,000 of the finest youth of this earth lay killed on the battlefields of three continents.

America, with all her historic splendid isolation of more than a century could not stay out of the First World War. Staying out of the League of Nations didn't keep us out of the Second World War. Our people learned the hard way. Instead of staying on the outside and being drawn in after these wars start, they would join the United Nations and try more effectively on the inside to prevent the beginning of the third world war.

Whether we look back in terms of millions, or thousands, or hundreds, or recent years, we come out, in the providence of God and in the unfolding of that consciousness of one God and the brotherhood of all people, we come out with the need for the United Nations. It is an infant organization ten years old, which, with all its faults and limitations and frustrations as an organization of free sovereign nations, upon which the United Nations cannot impose any will, yet through conciliation and mediation and co-operation, has, at least so far, prevented the beginning of that third world war. It is carrying on what William James would call the moral equivalent of war in great campaigns against poverty, hunger, illiteracy, disease, colonialism, unfair discrimination, armaments, and the war system itself. So in depth of millions or decades of years, we come out with the imperative need for the United Nations.

Suppose we look at the United Nations in global breadth. As we looked vertically back in depth, let's look horizontally across in breadth. We see a world of 2,500,000,000 people in one family living on this little shrinking planet called the earth. It is man's only home. He has no other planet, at least in our time, to which to escape. It is here or nowhere. It is brotherhood for all or annihilation for all. Of

these 2,500,000,000 people, more than half live in Asia; 200,000,000 more live in Africa. Over two-thirds of the people of the world are colored. One of the great obstructions to the common front of free peoples in the world today is the preconception of the innate superiority of any people, white or yellow or brown or black or red, over any other people. The eyes of the whole world are upon America. We in America look East in both fear and hope as to whether the great Eastern peoples, among whom were born all of the great religions, as to whether they will renounce their great spiritual heritage for the quick promises of totalitarian power and security, or try to work it out through religion and education for a synthesis of the spiritual heritage and science, technology, democratic freedom, and general welfare through the regeneration of individuals and the reformation of society and the self-determination of peoples and the co-operation of nations in the United Nations.

The people of the East look West. They look at Europe as to whether Europe will hold on for exploitation of other peoples in their colonial empires, or whether they will become a part of the trends of our age for the liberation of all peoples. They look at America as to whether America, in fear of a world revolution, will renounce its own great American revolution and, in the fear of freedom, renounce its freedom. It is important that we Americans make clear to ourselves and the world that our historic liberties and commitments to equal opportunity for all people are not only the past and historic source but the present and living source of America's faith in herself, the world's faith in America, and America's moral power in the world.

At this time, America has the great responsibility to make sincere professions of freedom and equality and has the great responsibility, as the leader in the partnership of free peoples, to carry on great technical assistance programs and economic development in long-range, bold, imaginative programs in the sense of the brotherhood of all men, so that our tremendous production can, with freedom, become a shared abundance with all peoples under that Fatherhood of one God and brotherhood of all peoples.

Mr. Chairman, in closing, may I in this presence express the hope, in your name and in your spirit, that our America will more and more become a land in which there will always be the freedom to struggle for a higher freedom; where we will achieve democracy

without vulgarity and excellence without arrogance; where the answer to error is not terror; where the response to a difference in color or creed or religion or race or economic condition is not discrimination, exploitation, or intimidation. Where and when men and women are free, the way of progress is not subversion, the respect for the past is not reaction, and the hope of the future is not violent revolution. The majority would be without tyranny and the minority without fear, and all peoples of all races and all cultures and creeds can work together for a fairer America in a more peaceful world.

May we of this yet young Republic, heirs of all of the races and colors and cultures and spiritual heritage of mankind and, in the providence of God, in possession of the mightiest power ever entrusted to any people, may we rise to the responsibility of our power and the opportunity for our greatness to give to stricken and fearful peoples around this earth the new hopes of food and freedom and help organize through the United Nations, justice and compassion and peace on this earth in that patient pilgrimage of the people for peace in their eternal adventure toward the Kingdom of God, made of one blood, all nations of man, for to dwell on the face of the earth.

The Secondary-School Principal Looks at the Admissions Officer

PAUL E. ELICKER

I

MANY OF US, principals of secondary schools, have learned to know admissions officers of our colleges and universities as persons who are compelled to make difficult decisions. Our relations have always been very friendly and professional, and we have developed a deep respect for the difficult tasks you have and the heavy responsibilities you are forced to assume.

We see you in that difficult role where you are compelled to exercise a discriminating judgment on inadequate and conflicting data submitted to you from many sources. You subject yourselves to the risk of estimating future performance and behavior of our youth. You evaluate written records from schools, supplemented by examinations in some cases and glowing testimonials from parents and friends of these unstable, immature, and self-confident youth. You assume a personal risk in many cases in accepting them for college work. Depending on their future records in college, you may face possible censure from your professional colleagues—the professors on the instructional staff of the institution—on the basis of their performance in their classes. Naturally, with years of experience, you acquire a mantle of security from the possible onslaughts of many of your colleagues who, through their avowed experience and association with students in the classrooms, are very certain they know how to carry on your job better than you do.

Then, too, we must not overlook the bombastic onslaughts of the favorite alumni or the proud parents of self-styled pseudo-prodigies who just must follow in their fathers' footsteps regardless of any stated standards of admission.

For these and many other equally hazardous situations in which an admissions officer of the college finds himself throughout the year, we have developed a profound appreciation of your responsibilities and a sincere respect for you personally. This may not be in full accord with what we have written to you in some cases. And, of course, all of us wish for you a long and pleasant life, although we are aware of

the heavy risks you must face. Most assuredly, we are not in the least envious of your assignment, but intensely sympathetic.

Your role has changed from the early days of specified Carnegie units and required subjects. Many influences beyond your realm of control and direction have brought about your present-day responsibility and position. But there are elements in your stated program of policy that at times baffle us and defy our sense of understanding. So allow us to create the portrait we have of you and your colleagues. We admit that we must establish our preconceived premises of your responsibility as it affects the products of our secondary schools.

The major portion, if not all, of the responsibility for the present state of standards for admission was determined by the college or university. We must admit that secondary school representatives were given some opportunity for lip service through conferences and committees, but we were always placed in a minority relationship. In the final analysis, the actual requirements for admission were set up by the colleges and printed in your catalogues under boldfaced letters, "Terms of Admission," or similar words that were designed to serve as hurdles or barriers to all comers. The college first determined that entrance examinations would be required wherever they are now required, the subjects that would be accepted, the number of Carnegie units that must be studied successfully, and, in some instances, the religion and racial status that would be acceptable. These and other standards may all have had their uplifting effect on the secondary school, and we should not decry the outcomes, mostly good, of all of these developments. Those in positions of leadership in our secondary schools may have only themselves to blame if they were too passive and too complacent about the apparent trends.

The foregoing effort was neither to place the blame or give the credit to any single agency or group, nor to assume that little of it was good and wholesome for the determination of standards for both secondary schools and institutions of higher learning. The purpose of the preceding analysis of the present situation on admission standards is to state that the college has determined its own standards and is in a position today, with ever-increasing numbers of students seeking admission, to judge each applicant and decide without pressure from the secondary school to accept or reject any applicant. With this, you may rightfully differ. There are pressures in some institutions from within the institution and from alumni and parents to accept out-

standing athletes regardless of the academic admission requirements. Some staff members in institutions have even induced star athletes to come (not to enter, necessarily) to the college in time for the first football practice in August or early September without even having any transcript of the secondary school record pass the door of the office of the director of admissions.

Of course, I must say I am not speaking to the ladies who are here, because I am sure this does not apply to them; and I am not speaking to many of you, and possibly only to those admissions officers who are not here today. In brief, we in the secondary schools do not like to see athletic scholarships established in institutions for students in secondary schools. Now, we do like to see that the skill that has been demonstrated in the secondary schools on the athletic field should be taken into consideration in an over-all evaluation and appraisal of all of the qualifications that an applicant has. Certainly his athletic skill should not be ignored. I do not wish to give the wrong impression, but athletic scholarships as such should not be the sole criteria for admission to college.

Now, some students—or should I say some athletes?—from outside of the state have been “wined and dined,” offered fabulous financial inducements and generous scholarships provided by funds obtained through public taxation to attend a publicly-supported state university. These situations are undoubtedly rare and are becoming less numerous as people and the supporting public understand the real purpose and function of institutions of higher learning. College authorities, too, are taking a positive hand in de-emphasizing varsity intercollegiate athletics. The future looks brighter and more promising every year.

II

If, then, to the college goes the credit for the establishment of and the administration of college admission requirements, “Why,” ask secondary school administrators, assuming your selection of applicants is in accord with your established academic standards, “should the college not aim to graduate 100 per cent of your entrants?” Why maintain through some member of the instructional staff the time-“dishonored” tradition of “flunking” 40 or 50 per cent before graduation? Why adhere to a *laissez-faire*, sink-or-swim, take-it-or-leave-it philosophy for college students? Who should take the major responsibility or moral obligation to aid youth to gain the maximal develop-

ment of his potential abilities and competencies, especially if the admission standards are high?

All principals and senior counselors of our better schools that send many students to college experience the "shoulder-weeping" attitude of many former students—good students—during their first year at college. Their plight can be summarized in general by stating that these students are away from home and schools and friends and counselors in a new situation attempting to adjust themselves in a massive sea of new horizons with no anchor to use nor easy haven of refuge to enter. These discouraged and conscientious youth often say the instruction is poor when compared with their senior year teachers'. These students claim that human interest in them by the staff is negligible and there is no one to seek out for counseling—a precious human and personal service desperately needed. Why is there so little available guidance and counseling service in the first year of college? Of course, the institution that has the sink-or-swim philosophy sees very little need for any guidance services because it might really affect the traditional standards of academic achievement if too many students are retained in the college.

If you will allow me to go on, the question arises about the coordination of academic standards as applied in the office of the director of admissions and some members of the staff. A member of the English department in a private, well-known college in the South says, "Some of our freshmen can't read. They can't spell, and they can't learn," as reported in a recent issue of *Time Magazine*. If this is true, and it may be, why are such students ever admitted by the director of admissions? Or who is wrong in appraising the competence in English of such students? And, if an honest mistake has been made, whose obligation is it to make the best of an apparently bad situation? Should the student take the full penalty of the error of evaluation and should the secondary school be publicly blamed? Incidentally, most of these front-page blasts about incompetence and lack of fundamental skills come from college English and language instructors who have little experience and understanding of the secondary school program. The speaker, who served as principal of a large school in a high-class suburban area for many years, notes that the many written complaints that came to the school from parents decrying the condition that their children could not spell, write, or compose a grammatically correct English sentence, contained many

misspelled words and poorly constructed sentences. There are many curious ways by which parents and college professors defend and shield their own incompetencies.

Not all of you are given the same portrait with shaggy hair, bushy eyebrows, and the earmarks of the scholar. There are many excellent institutions, staff members, and many directors of admissions who enjoy a high place in the academic area. These personalities have a keen and analytical sense of evaluation and operate in a manner impervious to pressures. They generally have standards that are fully understood and administered by the instructional staffs of the institutions. So "as we see you" means to us, "May your tenure be long, and may many more of you, as we would like to fashion you, become more numerous in our colleges."

Without attempting to make a comparison of colleges, in that same issue of *Time* Magazine, three equally well-known private institutions state that "their students read as well as ever," and another institution thinks "their students have never read better."

III

Now, we would like to have you see the picture of the secondary school as it is today, as it has become during the last twenty-five years. Nearly 85 per cent of the total age group 14-17 years, inclusive, is enrolled in the secondary schools of the country. In some communities, there are more than 90 per cent of the total youth group enrolled and, even though they may be created equal, they are decidedly unequal in capacity to learn and ability to achieve. In this total group, we have the most competent if we can identify them, and all good colleges will obtain their rightful share of the superior group. Some colleges have four or five times as many applicants as they are able to accept and accommodate. This condition will certainly prevail in a greater degree in the future. Many of these applicants rejected for lack of space meet the stated admission requirements. The directors of admissions have a tendency to accept only the highest rated students. Why, then, should these students drop out of college unless it is due to economic factors or deliberate indifference of a personal character? Many of these cases, with the right kind of understanding and counseling, can be saved from the ignominious guillotine of collegiate decapitation.

We secondary school administrators are sensitive to public opinion.

We must often live with or die from a publicly-expressed bombastic blast of some disgruntled college staff member. If, in your judgment, he is in error—and we believe he is most of the time—cannot something be done within the institution to let him see the light of understanding and to use the "facts of life" with greater care and judgment? If he is not in error, then why not sharpen your evaluation tools and upgrade your standards of admissions? We are not going to object to either course if honestly administered.

And I would like to state here that we in the secondary schools do not believe that every one of our students who goes through to graduation should be privileged to go to college. I have never believed that. Today, we are compelled to change our standards, and our diplomas are not the diplomas of a generation ago. Our diplomas are better described as certificates of attendance and, as some secondary school principal has said, they are not only certificates of attendance; they are certificates of storage. We must take in all youth in our public schools. Now, in speaking of many in that group, many should never go on to you; and we take that position for many youth in our schools.

No single group has the right and a self-proclaimed privilege of placing the entire blame for the frailties of the human flesh on the preceding group. If so, it will become regressively progressive, and the helpless parents have no other recourse but to place the whole blame on Deity, and this is blasphemous. As you go on, the college blames the secondary school, the secondary school blames the junior high school, the elementary school blames the kindergarten and the nursery school, and the nursery school blames the parents. The parents have no other recourse except to blame it all on the Deity, and we think that isn't proper. The only safe and sound course is for each educational unit to exert its best efforts to provide the maximal development and growth for all students.

There may be many promising marginal cases that you should admit, students who have demonstrated superior competence in many learning areas but a deficiency in one area, often English. Why not encourage such a promising student, possibly a future great engineer or scientist? Possessed with a brilliant mind for mastering the intricacies of science and mathematics, he can be taught the effective use of English under the proper conditions. Why not offer him, otherwise superior, an opportunity to learn enough English so that he can utilize his knowledge of science and mathematics for the benefit of

society? Such a requirement should be made a condition of his admission. It should be required in addition to his regular work of the freshman year. No credit should be given but mastery required if so specified by the admissions officer. The capable and industrious student of competence will meet this condition readily and the college will have converted a slightly handicapped youth into a maximally productive member of society and one who will be eternally grateful to the institution that encouraged him at the right time and in a helpful manner. Colleges, we believe, should try to retain the promising student and provide an opportunity for his educational growth.

We have just learned that one large institution, after conducting for thirty-five years a remedial course in English, has dropped it. I could speak at length on that, but I will not do that at this time. We think if those students were otherwise competent and English was the only deficiency, that the college should assume that responsibility for making up that deficiency.

We will say that we in the secondary schools have been doing that all along, even though we have not said much about it. We know that some students come along with deficiencies and we must take them where they are and try to give them the best educational opportunity we can provide for them. We have more and more classes now in remedial work, especially remedial reading, in our secondary schools than ever before.

Institutions of higher learning should think more of retaining the students that were admitted by well-defined academic standards of admission than of eliminating them to preserve or raise the academic standards of the college. The academic standards for admission have steadily become higher and students have been more highly selected. When will we reach a stabilized level of standards? When will all the members of the instructional staff feel a moral obligation to really instruct, counsel, and encourage all these youth to continue in college to graduation? We must preserve our human resources. The future strength and leadership in our nation depend on a maximal development of our most promising human resources. Let's not flay these youth under the exalted label of scholarship.

IV

Whatever standard of acceptance or admission you have established for your institution you should try to maintain in the decade ahead,

when you will have many more applicants for admission from our secondary schools due to the growing increase in secondary school population, combined with the growing desire on the part of the American people for more education for their sons and daughters. Plans should be made now to accept more students. That is a real problem and I know from the keynote speech that was given here that you have that issue under consideration.

If you have any concern about the relative competence of these youth to do college work, we can assure you from the nation-wide scholarship testing program we have carried on annually since 1946 for National Honor Society students, involving more than 13,000 of the brightest high school seniors this year, that there is no prospect of a "dearth of brains" in our youth. Their standard of performance is just as high as, if not higher than, it has been in former years.

It has been stated that there are about 200,000 youth each year of high ability, capable of doing college work, that do not attempt to enter any college. Here is a great loss of our potential national resources, and this condition should not continue. Most of these youth do not have college as their immediate educational objective on graduation from high school because of the economic condition in the homes of these competent youth.

The second factor that operates against college admission for these youth is lack of personal guidance by the school and the parent at an early time in the secondary school.

The economic factor that seems to be a barrier to competent youth to seek a college education is being neutralized through the establishment of more scholarship funds for the competent. This last year, the National Merit Scholarship program has offered thousands in scholarships to our most competent and promising youth. Other organizations have been providing more scholarships, and colleges, too, have increased their scholarship and their student-aid programs. Even with this most promising development and the concomitant increase of the cost of college education, these funds are not enough to include all of the competent students. The states and the national government should provide more scholarship funds for the competent. You can do very little about this except as you can encourage the increase of scholarship funds and opportunities for student aid in your own institutions.

The second factor, that of guidance and early identification of the

competent youth, is the responsibility of the secondary school. If we can assure schools that all competent youth can go to college through scholarship aid and a certain amount of self- and parental assistance, then guidance officers in our secondary schools would be more cognizant of the urgency of the identification of all competent youth and subsequent guidance services to these youth directing them toward a college education. And I, for one, believe that total scholarship aids for all of the expenses should not be given to any student. He should develop an appreciation of the cost of attending college, and therefore he should supply, through his own self-employment and through the assistance of the college, a certain amount of financial aid to carry him through the four years of college and possibly for graduate work.

To aid in the identification of these competent youth, I am proposing a nation-wide aptitude test predictive of college success. Now, this isn't anything new and it is being done in some states, but I would like to see it done nation-wide. This test should be especially constructed to identify those capable of doing college work on the academic level that now prevails in our colleges and junior colleges. This should be given to all students at the end of the ninth year or at the beginning of the tenth year so that it is not too late to include the necessary subjects in the secondary school program for college preparation. Norms should be established for each state and region, and there should be a definite follow-up of all who took the test and entered college to determine a critical score which would correlate with the probability of academic success in that college. All tests in subsequent years should be correlated and, in time, we would have a test score that could be used as a reliable prediction index for each college or group of colleges. Admissions officers of our colleges would determine such critical scores and would inform the secondary schools of the acceptable score that would assure academic success in that college. Different colleges, as now, would have different test scores of acceptance.

It is this difference of academic standards in our colleges now that assures every normal and industrious youth an opportunity for education beyond the high school level if he chooses the right college. This diversification of academic levels in our colleges should remain, and this testing program should not be used to classify colleges in certain academic stratifications of superior, average, and low level. Such a

testing program each year in the secondary school would tend to identify and to intensify our interest in the 200,000 youth of high competence that do not now go to college.

V

The last proposal is your consideration of a standardization of some of the educational machinery of communication so that we can give to you a complete and accurate picture or profile of the student you are considering for admission.

I am referring to the secondary school and the personality record forms. Let me say that there never will be a nation-wide form acceptable to everyone. I have been in many conferences where this has been discussed and you usually come around to this: "It is fine to have such a form, I can see the advantages it would have for us and for you; but over the years we have developed our form and it suits our needs just right," the implied meaning being, "If we can use that form as a standard, then it will be all right." But, of course, the representative from another college has the same story to tell and it is not the same form. We have learned that simple fact during the past twenty-five years we have been providing a standard secondary school and personality record form to colleges and secondary schools. And more and more colleges are accepting those forms. Just this morning an admissions officer told me that throughout the entire state, all the colleges in that state have accepted that form, with perhaps some slight modifications.

Now, we would like to have both colleges and secondary schools accept the idea of a standardized record form and see the necessity for the adoption of such forms by colleges and secondary schools. But—and this is a large BUT—it should be the form they want or have developed over the years! Such individualists are not all college admissions officers. We have them, too, in our ranks.

Now, let's take an inventory. There have been in existence for the past fifteen years a standardized secondary school record form and a personality record form that have had the widest acceptance of all forms as a part of the admissions plan by the colleges and the transfer or reporting form to other secondary schools or to prospective employers and for scholarship applicants. And these forms are also used as a transfer form in reporting the achievement of a secondary school student who moves to another community and enters another secondary school. These forms are also used for prospective employers for

those who go into business or industry when they graduate from the secondary school. These forms or some slight adaptations are used by about 70 per cent of all the colleges and junior colleges. More and more secondary schools and colleges are adopting one or the other or both forms every year, and no colleges to our knowledge have discontinued their use of either form after adoption.

And I think I ought to say here that I, for one, never felt that you should have submitted to you those terrible photostatic copies. You can't tell what they are all about and sometimes you can't read them. There is much information that is on those records that comes from the secondary school records that doesn't apply, and you are not interested in such information, so I think you are entitled to a record that is made out for college admission and not for any other purpose.

Now, I have many in my field who do not agree with me on this because they say, "We are so swamped with requests," and even from certain students who will come to them and say, "We want to apply to about ten or fifteen colleges." And that is repeated many times over by members of the graduating class, so you can see the secretarial work that is involved in trying to prepare these records; and they resort to the easiest course, and just make photostatic copies and send them to you. I, for one, wish that we could eliminate that. However, the form that I am speaking about can be duplicated so that if the student wishes to apply to more than one college—and many of them do now—that same form can be used, and the same stencil can be used; and if it is used at a later date, you can just add the additional record that is established later.

Now, realizing there is no form that will be acceptable to everyone, we hope for wider acceptance of some form, and it seems reasonable to try to extend the use of the forms that now enjoy the widest use.

This issue has been discussed by the School and College Relations Committees of the National Association of Secondary-School Principals and the American Association of Collegiate Registrars and Admissions Officers, and subcommittees have been appointed to consider a revision of these forms with a view to their wider acceptance in colleges and secondary schools.

If such a plan could become more universally operative as a part of the admissions procedure, secondary schools would in time gear themselves to the evaluation of personality factors and the recording of scholastic achievement on items now desired by the colleges. The student record would be more complete, more comprehensive, and

more accurate. Evolving out of such policy would be the recording of the personal evaluations of students by more teachers in the secondary school who are in a position to know the student as he progresses through the secondary school.

We had a meeting for one full day in Chicago last January, where your committee and our committee of secondary school principals met together and, among other things, discussed this possibility; and we now have two persons at work, responsible for consideration of the items on these forms, to see if any revisions are needed. Your own Dr. Vroman is your representative and Mr. Melcher of the Scarsdale High School of Scarsdale, New York, is our representative, who are studying those forms that we are discussing during the entire year, and this issue will come before our joint committees next January for further consideration.

VI

Now, let me summarize my proposals very briefly here. These are my proposals:

1. Keep your academic level of student achievement for admission where it now is, and enlarge your capacity to admit more students in the next decade.

2. Co-ordinate your level of academic student achievement used for admission to the academic instructional level of the college so that a student admitted to the college will be a 100 per cent prospect for graduation provided he maintains an academic level of achievement in college that is consistent with the academic standard used for admission. Remedial work in basic subjects, especially English, should be provided for some students by the college if necessary.

Third, I am proposing that there be a nation-wide aptitude test to be given early in the secondary school, the ninth year or the tenth year, on a national basis, to identify the most competent students; and that we, with your encouragement and assistance, offer such counseling services to those students that are so identified and direct them towards you, with the hope that there will be scholarships available for those that cannot provide their own funds to really attend college and go through to graduation.

And fourth and last, let's get together on the form of the recording instruments we use in communicating the academic, personality, and citizenship records of students to you.

Study of College Student Retention and Withdrawal

ROBERT E. IFFERT

FIRST, I would like to review briefly the origins and antecedents of the present study. I hope I may be permitted to make occasional reference to some of the personalities involved. This must be done, in part, on the basis of records rather than personal experience. A number of registrars and admissions officers had been interested for some time in making a national study of the problems of student mortality. Records of the Annual Meetings of AACRAO show that the topic was discussed rather regularly for several years. The interest indicated by the communications which we receive in Washington on this subject is evidence that there has been concern about the matter for some considerable time.

The first committee of AACRAO that worked with the Office of Education in setting up the study was made up of Miss Alma Preinkert, Registrar of the University of Maryland, as Chairman; Miss Rebecca C. Tansil, Director of Admissions, State Teachers College, Towson, Maryland; Mrs. Gladys Diggs, Registrar, Smith College; John M. Rhoads, Registrar, Temple University; and Dr. R. F. Thomason, Dean of Admissions and Registrar, University of Tennessee. During this last year the committee has been made up of Dr. Thomason as Chairman; Joseph G. Connor, Registrar, Georgetown University; Miss Irene Davis, Registrar, Johns Hopkins University; Miss Rebecca C. Tansil, Maryland State Teachers College; Edward G. Groesbeck, Registrar, University of Michigan; and Enock Dyrness, Registrar, Wheaton College. The persons in the Office of Education most closely identified with the development of the study include Dr. Ernest V. Hollis, Chief of College and University Administration; Dr. Willard W. Blaesser, who was Specialist for Student Personnel Programs from 1949 to 1953; and Mr. Robert C. Story, who until May 1953 was head of the Statistical Services Unit of the Research and Statistical Standards Section. Mr. Story co-operated with representatives of the Bureau of the Budget in drawing the sample for the study and assisting in the early development of forms and schedules.

In 1952 a conference was held in the Office of Education with

representatives of various institutions and associations, at which many proposals were explored. It was agreed at this conference that the study should be conducted on a sampling basis so that the problem could be attacked in greater depth than would be possible if data were to be collected from all students in all higher education institutions. It was also agreed that the study should be based on the students entering as full-time freshmen in the fall of 1950. Part-time students and foreign students were to be excluded, and later, it was decided that married students and students in attendance under the G.I. Bill should also be excluded. In the summer of 1953 Dr. Blaesser, who had been carrying the ball for the Office of Education, became a drop-out and Dr. Hollis asked me to carry on. Probably my chief qualification was the fact that I had been a college drop-out. By this time the sample of institutions had been drawn, tentative quotas had been assigned, and invitations to participate had been issued. The original sample was composed of 177 institutions. The presidents of 22 of the institutions reported that they were unable to accept and quotas were revised accordingly. When the revised quotas were announced, four additional institutions asked to be excused. It was possible to find satisfactory substitutes for two of these institutions. Four additional institutions fell by the wayside, so that the total number of institutions supplying some usable material was 149. Among these, three were able to supply only part of the data; so we have 146 institutions for which complete records are available. Materials for the study went out to the participating institutions in September 1953. We began to receive responses shortly thereafter, and we logged in the last report on March 19, 1956.

PURPOSES OF THE STUDY

In broad terms, the study was designed to answer three questions:

- (1) What is the rate of student drop-out in relation to type of institution, economic status of the family, motivation of the student, academic performance, amount of self-help, participation in extracurricular activities, and residence of the student?
- (2) What reasons do students give for transferring to other institutions and for discontinuing college attendance?
- (3) What are the implications of the nature and mobility of the college student population for recruitment or selection, admission, counseling, scholarship aid, and other policies and practices of higher educational institutions?

METHODOLOGY AND PROCEDURES

A brief statement about the sampling procedure and the instruments or schedules used may be helpful by way of orientation. Representation of institutions by the four major geographical regions was sought. Representation by control and by type of institution was considered important. The Office of Education had another sampling study underway involving costs to students of attending college. A definite effort was made to avoid duplication of institutions for the drop-out study.

The institutions that accepted the invitation to participate in the study were assigned quotas and given instructions on drawing their samples. Student samples were not stratified, so it was possible and even probable that the group which was selected in a given institution would not be representative of the 1950 entering class in that institution in all respects. Checks on the representativeness of the samples within the strata are statistically satisfactory for all groups except the junior colleges. The final report will deal with this group separately and the limitations will be noted. Data for all four-year institutions are comparable.

The students selected for the study were asked to examine their reasons for going to college in retrospect and then to appraise these reasons in the light of their college experiences. They were also asked to report their degree of satisfaction with the facilities and services of the institutions in which they first registered. These appraisals were sent directly to the Office of Education. A second part of the questionnaire was returned to the institution. In addition to background data, the students furnished information on their fields of academic interest, the sources of funds for defraying their college expenses, home location in relation to college, college housing arrangements, fraternity membership, participation in extracurricular activities, amount of self-support while in college, transfer and discontinuance records and reasons. The information furnished by the participating institutions from their own records included the student's standing in his high school graduating class, his standing on the college placement test, the number of credits earned, the level of his grades and his survival status at the end of each year.

This recital cannot give a full understanding or appreciation of the vast amount of information that has been assembled. It is only by working with the data that one realizes the possible relationships that

can be studied. The temptation to explore makes it difficult to stay on the main road. The time, funds, and personnel available will not make it possible to go beyond gross analyses of the data at hand for the main report of the study. We hope that we will be able later to probe more deeply in areas of interest to special groups. These studies should be published as bulletins and articles in professional magazines.

PRESENT STATUS OF THE STUDY

As I indicated earlier, we received the last institutional report just a month ago. The data for the study are being recorded on four sets of IBM tabulating cards. The responses of students on reasons for going to college are on Card Number 1; the reactions to college experience on Card Number 2: there are approximately 8,500 cases which we can use to compare student responses with complete institutional data. We have complete institutional data on more than 13,500 students and some data on more than 14,000. The 13,500 students represent 146 institutions and the 14,000 students represent 149 institutions. The institutional data and the student responses on Part II of the questionnaire are on Cards 3 and 4. When I left Washington there were four people checking feverishly to be certain that the information on the student reports and the institutions' Master Data Sheets agree. There are 1,105,000 entries on Cards 1 and 2, and about 2,200,000 entries on Cards 3 and 4 that must be checked. The workers in the co-operating colleges and the editors in our office could easily organize a mutual admiration society. It is true that we found it necessary to carry on considerable correspondence with some of our fellow workers to clear up what appeared to be unlikely, if not impossible, student histories. We have reached the point where nothing can surprise us now. One story has some local color—a boy who graduated from Michigan State Normal, and who was included in their sample, indicated by his responses that he was under the impression that he had spent four years at the University of Michigan. Then there was the student from Wayne University who added an item to the appraisal list—"Opportunity to remain anonymous" and rated it "very satisfactory."

Going back now to our account of the present status of the study. We hope to have all of the records clear and corrections to the cards completed by the end of this month. Then we can begin getting our tables and making definitive analyses. Much of the text for the report

is in draft form already so that as soon as we have the tables, the material can be put in shape for the printer. This is not to imply that we write the report first and then get the facts. In the process of handling the individual and institutional returns, and in preparing the reports which went out to the participating colleges and universities last January, we have seen enough data to gain certain impressions.

TENTATIVE FINDINGS

At this point I would like to share some of these impressions with you. The question and answer technique has the advantage of permitting me to ask the questions that I can answer. Not all questions and answers will be of equal interest to all of you but I hope everyone will see at least one point that has action implications. Some of these points we discussed last year in Boston but they will bear repeating. You know the story of the minister in a small town who persisted in preaching on the same text Sunday after Sunday. When the official board finally protested, he said, "Look, I live in this town all week and I see what goes on. Until I get the message of my text across, I plan to continue preaching on it." His text—"Repent and sin no more!"

How many students drop out of the institution of first registration and when do they drop out?

Of the half-million freshmen who started to college in the fall of 1950, eleven per cent did not attend the institution of first registration more than one semester, term, or quarter. More than one-fourth (27.6 per cent) were casualties by the end of the first school year. The most critical period is clearly the second half or last two-thirds of the freshman year. During the second year another fifteen per cent discontinued. About one of seven (13.7 per cent) of the beginning freshman class left during the third and fourth years. Fewer than four of ten students (38.6 per cent) graduated from the institution of first registration in regular progression (four years or less). There was a miscellaneous group of about five per cent made up of students who changed from full-time to part-time status, dropped out temporarily, or changed programs within the institution so that credits were lost and graduation was delayed. Of the full-time students who enrolled in publicly controlled four-year institutions in the fall of 1950, 32.5 per cent

graduated in 1954 or before. The corresponding percentage for privately controlled institutions was 46.6 per cent.

How do the persistence records of students who enrolled in institutions that operate on the semester system compare with the records of students in institutions operating on the quarter system?

Measured both in terms of the numbers remaining, and in terms of length of persistence, the advantage is clearly with the institutions operating on the semester basis. It might be inferred that the increase in the number of stopping places increases the probability of stopping. No information is available to us to check the corollary inference that increasing the number of starting places increases the probability of starting.

What is the relationship between persistence in college and level of family income?

The pattern of student survival in terms of size of family income varies considerably by type of institution. The median family income of students attending technological institutions is \$6,632 while that for students attending teachers colleges is \$5,023. More than one-third (37.1 per cent) of the students in our study come from homes in which the family income is less than \$5,000. Fewer than one-fourth (23.2 per cent) come from families with incomes as high as \$10,000. It is clear from the analyses of the length of student survival in relationship to the size of family income that financial limitation is not the only consideration that determines student drop-out. It is true that nearly half (48.9 per cent) of the students who drop out during or at the end of the first registration period come from homes in which the family income is under \$5,000. About one-sixth (16.5 per cent) of the first registration drop-outs come from the \$10,000 and higher income group. It is significant that, with the exception of technological institutions, the students who entered the fourth year, but did not have enough credits to graduate, had a median family income of only \$315 above the median for first registration drop-outs. Further analyses will probably show that the lower income students found it necessary to engage in earning activities to the extent that they could not carry full academic loads. We have data that will enable us to examine the relationship between financial resources and academic ability. These analyses should provide some very significant findings

for those concerned with the establishment of scholarship and student loan policies.

What bearing does standing in high school graduating class have upon length of survival in higher educational institutions?

The story for universities seems to be fairly typical of all types of four-year institutions in this connection. The universities graduated 38.8 per cent of all of their entering freshmen in regular progression but they graduated 56.3 per cent of those who graduated in the top tenth of the high school class and 52.1 per cent of those who graduated in the top fifth. On the other hand, one in eight from the bottom fifth of the high school class graduated. In general, it can be said that top fifth high school graduates will survive twice as long as bottom fifth graduates. The students coming from the second fifth of the high school class have 22 per cent better prospects of survival than do those finishing in the fourth fifth.

How do the college grades of drop-outs compare with the grades of those who survive?

The average grade of first year drop-outs is lower than the average grade of those who survive for longer periods. It is also true that the average freshman grade of those who survive is lower than the averages for these students in the later years of college. It is very clear that separation from the institution of first registration is not entirely attributable to low academic performance. In fact, there is evidence of a distressingly high mortality rate among students whose academic work is appraised at a high level by the faculty. Approximately one-third of the freshman casualties earned higher grades than the senior average.

What reasons do students give for transferring from the institution of first registration to another institution?

The reasons students give for transferring to another institution are multiple in character. Students who transfer during or at the end of the first year place the greatest weight on general dissatisfaction. The size of the institution seems to contribute most heavily to this dissatisfaction. This does not mean that students universally transfer from large to small institutions. Changes in curricular interests have an important bearing upon student decisions to transfer. The level of

freshman grades is not a very potent factor in the decision to transfer. Lack of interest in the program is given more weight than is financial need among first year transferees. The most striking difference between reasons given by students who transfer after the first year is the relatively greater emphasis placed on changes in curricular interests and low grades by the later transfers.

What reasons do students give for discontinuing attendance in higher educational institutions?

Here again we find that few students attribute their leaving college to a single factor. Two types of difficulties, academic and financial, dominate the scene. There is a significant difference between the weight given these two factors by first year drop-outs and by subsequent drop-outs. Academic difficulties are more serious than financial for first year drop-outs, whereas the reverse is true for those who drop out after the first year. The reason for dropping out of college that ranks third in weight is military service. When reasons are analyzed by sex it is probable that, for boys, this reason will outrank academic and financial difficulties. There is no doubt considerable interplay among these factors because boys with marginal grades or limited financial resources may have decided that it would be to their advantage to defray their military service obligation and then have Uncle Sam help defray their college expenses. Any comparison of the drop-out rates in this study with those in other studies must take into account the fact that the Selective Service Act was in force during the period 1950 to 1954, that the marriage rate among college students was on the upgrade during this period so that girls left college to be with their husbands, and that this was a period of relatively high employment.

How do students and staff rate institutional facilities and services?

Facilities and services are grouped according to responsibility as administration, nonacademic dean, and faculty or instruction. There is a significant tendency for students to rate the quality of administrators' performance above that of the nonacademic deans and the latter above that of the faculty. This generalization is true for all types of four-year institutions except the liberal arts colleges. In the liberal arts colleges the average rating of faculty performance is higher than that of nonacademic deans. In the junior colleges the average

rating of faculty performance is almost as high as the average rating of the performance of administrative functions and is significantly higher than that of the nonacademic deans.

Staff members in the co-operating institutions were asked to estimate the ratings of facilities and services by the students in the samples from their institutions. These staff ratings followed the same pattern as those of the students, although the differences between the ratings of the functions were not as great. When the ratings of staff members were analyzed in terms of the official capacities of the raters no evidence of undue self-approbation was found. Students tend to rate "Administrators" higher than do staff members but staff members rate "Nonacademic Deans" and "Faculty" higher than do the students. Staff and students generally agreed in assigning inferior ratings to the following items: "Assistance from counselors on how-to-study techniques"; "Opportunity for informal social contacts with faculty members"; "Opportunity for testing and counseling to help determine educational and vocational goals"; and "Quality of counseling assistance received on problems of educational and vocational choices."

IMPLICATIONS

The interpretation of the findings of the study to date involves value judgments and hence is subject to the influence of biases and prejudices that are in the mind of the interpreter.

I believe it is generally agreed that there is sufficient validity in the forecasts of greatly increased demands on the facilities and services of higher educational institutions to justify the reappraisal of our student selection and admission policies and practices. The great open-door policy as represented by the practice of admitting all those who meet catalogue specifications is one extreme. Under this policy the selection function is transferred from the administration to the faculty. The faculty applies the law of the jungle in the hope that a majority of the fit will survive. This process is expensive. It reduces the effectiveness of teaching and the growth of the fit is delayed during the selection process. It can be demonstrated that the less fit tend to drive out the more fit—a kind of educational Gresham's Law.

At the other extreme is the peep-hole policy in which the magic words, "Joe sent me," may or may not be sufficient to insure admittance. Only those who were high enough in the prep school classes or on the social ladder to make them visible at the peep-hole level can

be considered. We refer to this as a kind of horizontal screening. I am reasonably sure that those who advocate this policy are not doing so in the spirit of Kant. I believe his Categorical Imperative went something like this, "So act that you can also will that your action should become a universal law."

The trouble with the horizontal screening idea is that you cannot always see how fat some people are, and fat people take up a lot of room in an educational institution. The student who comes to your institution with a single, fixed purpose and the sinews to accomplish that purpose takes up a minimum of space. Even if this fixed purpose is to find himself and there is sufficient drive behind it, the institution does not have to worry too much about the expense. Our study shows that there is a goodly number of students, usually boys, who come from the bottom tenth of the high school class and then graduate from college with better than average records. To be sure, the percentage is very low, but I believe we will find that those who made the grade had very definite ideas about why they were going to college. This is not to suggest that we change from horizontal to vertical screening, but rather to place greater emphasis on both dimensions.

Obviously, the examination of a specimen in only two dimensions gives a very flat picture. It seems to me that the third dimension is made up of those elements that give the institution its individuality and character. If a prospective student is appraised in terms of his intellectual capacity for further education, his sincerity and strength of purpose, and finally in terms of those traits and characteristics that make him a good risk as far as personal and social adjustments are concerned, both he and the college should be happy. We have found that personal adjustment can be influenced by financial considerations and adequacy of guidance services in the institution, for example; and that social adjustment may be determined by the emphasis upon fraternity and sorority life or the number of student-faculty teas. In substance, what I am trying to say is that as the big, all-purpose institutions become bigger or drastically more selective, whichever they choose, many new adjustments will be required. The smaller institutions must either become bigger or more exclusive and either course presents problems. I doubt very much whether registrars and admissions officers can escape them. This is not to imply that they would necessarily attempt to if they could.

There is one rather specific recommendation I would like to make

which is implicit in the indisputable evidence. Large amounts of money, designated as scholarship aid, are being used to attract students rather than to meet financial needs of students. Many students have the wherewithal to start to college but do not have the accumulation to stay in college. The student who uses the funds he has to start and then demonstrates, on the college campus, that he is a good student, is a much better investment for the future of society than is the student who is lured to the campus by a reward for the good grades he earned in high school.

I suspect that there devolves upon this reporter some responsibility for suggesting measures for implementation. Since he has never been a registrar or admissions officer he would like to appoint this Association as a Ways and Means Committee. Many of you have, largely by chance, made a tremendous investment in this study. As you examine the institutional report you received last January, I hope you will have ways of sharing it with other administrative officers and the faculty, and that you will report to me any ideas which have implications for implementation. It is also possible that needs for future studies will become apparent in your deliberations. We, in the Office of Education, would like very much to know what these studies are, what plans you have for conducting them, and your findings when they are completed. This is not to be interpreted as a commitment on the part of the Office to undertake or participate actively in such studies, but I can assure you of our willingness and desire to serve as a clearing house of information about such studies. We are now receiving requests for information of this nature and will, no doubt, receive many more. The problems we face in higher education make it increasingly imperative that we share with each other the results of our studies. This kind of co-operation will make it possible to check the validity of findings as well as to prevent the unnecessary over-examination of identical areas.

Now before I conclude, I would like to show one chart that tells a very important story. The data from our study were necessary to the preparation of this picture. The implications of some of Dr. Elicker's remarks this morning are demonstrated here. How can the efforts of the colleges and the secondary schools be co-ordinated to take up the slack?

The following tabulation shows the estimated distribution of col-

lege-going high school graduates by standing in the high school graduating classes of 1950.

FULL-TIME AND TOTAL COLLEGE ATTENDANCE IN TERMS OF STANDING IN HIGH SCHOOL GRADUATING CLASS WITH RESULTING LOSSES IN TRAINED MANPOWER

Rank in 1950 High School Class	Per Cent Entering College		Cumulative Per Cent Through Each Tenth		Cumulative Numbers Not Entering College Through Each Tenth	
	Full-Time	Total	Full-Time	Total	Full-Time	Total
Highest Tenth	71.7	95.2	71.7	95.2	33,959	5,749
2nd Tenth	65.5	87.0	68.6	91.1	75,313	21,318
3rd Tenth	43.6	57.9	60.3	80.0	142,937	71,744
4th Tenth	42.2	56.1	55.8	74.1	212,274	124,504
5th Tenth	28.6	38.0	50.3	66.8	297,918	198,889
6th Tenth	25.2	34.4	46.1	61.4	386,792	277,564
7th Tenth	17.1	22.7	42.0	55.9	486,291	370,348
8th Tenth	14.8	18.8	38.6	51.3	588,553	466,802
9th Tenth	8.9	11.8	35.3	46.9	697,859	572,611
Lowest Tenth	6.1	8.1	32.4	43.0	810,512	682,864

About 32 per cent of the approximately 1,200,000 graduates of public and private secondary schools in 1950 entered college in the fall of 1950 as full-time students. Another 11 per cent entered on a part-time basis. One-half of the students who graduate in the upper half of the high school classes do not go on to college on a full-time basis and one-third from the upper half do not go to college at all.

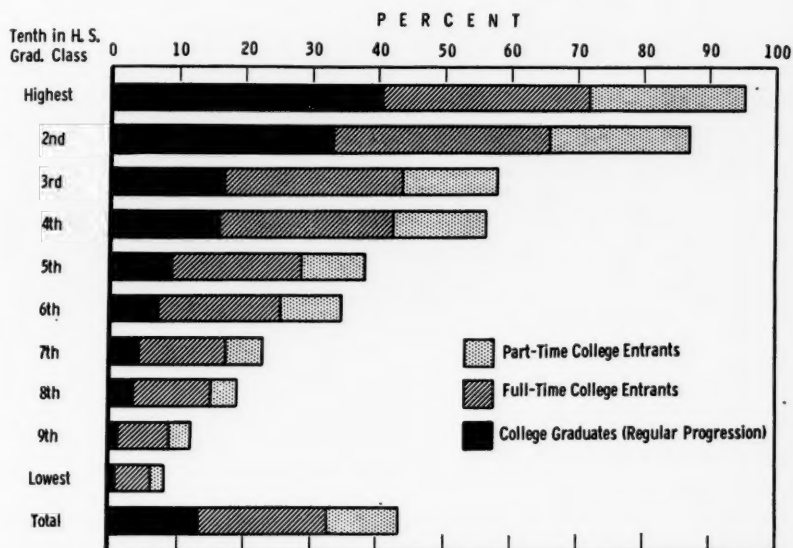
When the percentages found in the College Student Retention and Withdrawal Study are applied to the Nation's high school graduates the estimated distribution is as follows:

PER CENT OF EACH TENTH IN HIGH SCHOOL GRADUATING CLASS WHO GRADUATE FROM COLLEGE OF ORIGINAL REGISTRATION FOUR YEARS LATER

Highest Tenth	Second Tenth	Third Tenth	Fourth Tenth	Fifth Tenth	Sixth Tenth	Seventh Tenth	Eighth Tenth	Ninth Tenth	Lowest Tenth	Total
40.6	33.2	16.9	16.2	9.2	7.0	4.0	3.1	1.3	.7	13.2

One thousand high school graduates in the class of 1950 produced 132 college graduates in 1954 from the colleges of original registration. One thousand top fifth high school graduates produced 369 college graduates. The same number of top half graduates produced 232 college graduates in regular progression while only 32 from the thousand who were in the bottom half of high school classes graduated from the colleges of original registration in regular progression. (It should be remembered that only 144 of this last thousand entered college on a full-time basis.) In terms of national manpower

College Attendance and Graduation in Terms of Standing in High School Graduating Class



deprivation this means that during the past ten years approximately 1,500,000 students who graduated in the upper half of their high school classes never entered college and 2,000,000 never registered as full-time college students. About 116,000 students who graduated in the top fifth of high school classes in the decade never attended college. This number is equal to 55 per cent of the full-time faculty of all higher educational institutions in the United States.

Higher Education for the Many

JOHN J. THEOBALD

I

I HAVE BEEN so frequently misunderstood on this subject that I think perhaps I should begin by emphasizing to you that Queens is a liberal arts institution, and I am devotedly interested in the liberal arts. I believe in it and I think it is the backbone of higher education in this country.

It is also a public institution, an institution in which the City of New York provides every dollar for the operation of the four-year baccalaureate program. So I certainly have no bias against public education. Here, too, I am everlastingly dedicated to it and do not intend to change from that position. I hope you will keep these things in mind and not, when I get through, misunderstand my position in this regard.

Now, we have all heard the staggering figures that face us as we look ahead in terms of enrollments. The estimates, as I recall them, vary from about $4\frac{1}{2}$ million to about 6,600,000 or 6,700,000 by 1970; and there are a good many people who think that even these figures are low.

I should like to dwell a little bit first on the history of the growth of high schools in this country, in order to draw a comparison. Back before the turn of the century, there was relatively little collegiate education, and high school education was distinctly education for the few. I know that when I came out of elementary school—and that was not so very long ago—the big question was, as I am sure many of you here can remember, whether or not we would go to high school. Today the question is, where and what kind of high school will I go to?

Well, the story is rather interesting. Beginning in 1870, there were only 360,000 high school youngsters in the entire United States. About 200,000 of them attended public schools and about 156,000 or 157,000 attended private institutions. That figure rose until by 1910 we had gone over the million mark, to 1,115,000. And then it moved on up to a peak in 1940, a temporary peak, of about

7,100,000, dropped a little bit by 1950, to 6,400,000 or 6,500,000, which could be accounted for by the low birth rate in the 30's. Now in 1956 it is well over the peak, to 8,600,000.

This was not very much different in its early stages from the pattern that higher education is now moving through. I want to point out to you that whereas we had 360,000 high school students in 1890, in 1910 we had 355,000 college students. Twenty years later, high school had risen to 1,115,000; and 20 years after the 1910 figure, colleges had risen to 1,100,000.

In the next comparison there is a difference in time. The high schools grew to 2,500,000 in the next ten years and it took the colleges twenty to grow to 2,600,000. But, ladies and gentlemen, this pattern is inescapable. We are moving from a concept of higher education for the few to higher education for the many, and there are certain things that take place with that change that we can see in the high school pattern and that, just as sure as I am standing before you today, will follow in the college story, regardless of anything we may do.

As we look at the figures between private and public high schools, we find that the public high school attendance grew from 56 per cent in 1890 to 92½ per cent in 1940. It was a steady growth: each decade marked a further increase. Then, as I mentioned before, there was a drop in 1950 to 89 per cent. I don't have the latest figures, but from the estimates, we are up over the 92½ per cent mark again. So it is pretty clear that one of the things that we face as we look ahead is the possibility of a much larger percentage of college education in public hands. This I think is something that we ought to think seriously about now, and take those steps necessary to temper it and maintain a balance.

Another change in the high school pattern that is bound to repeat itself in the college pattern is the trend away from nonspecialized education. Although this trend started between 1900 and 1910, the first figures which I have available are for 1918, when 7.4 per cent of the total high school population were pursuing specialized programs.

Here, again, up to 1950 the spiral climbs upward. The percentage of specialized students in the high schools of this country by 1925 was 18½ per cent; by 1930, it was 24.4 per cent; by 1940, it was 32.2 per cent; and in 1950, it was 52.2 per cent. Again, we have a

slight drop in 1954, but again it has moved up.

It seems perfectly clear to me that this was the answer of the high schools to the specialized needs of a community that was moving markedly during these years from an agrarian economy to an industrial one; and if you take a pattern of the programs in the high schools, you will find a good many of them, a good many of the specialized programs, devoted largely toward vocational ends.

This again I think presents a problem to us. Certainly it presents a problem to those of us who believe in the importance of a broad cultural base in terms of preparation for citizenship in our democratic society. It takes a slightly different form in the colleges, but we have the same pressures.

Before going on, I would like to say one other thing that is startlingly evident from these figures. This growth of specialized programs did not take place at the expense of the general programs, for over those same years, when the percentage was so rapidly mounting in terms of more and more specialized programs, the total general program enrollment was climbing steadily from a figure of 2,060,000 in 1918, to 4,700,000 in 1954.

Drawing a parallel, I do not believe that as a result of specialized higher education, liberal arts will decline. It seems clear to me that it, too, will grow.

II

As we take a look at that picture, let's see what has happened in the colleges in terms of private and public relationships.

In the first place, right now we are almost 50-50 in the nation. There are 1,355,000 youngsters in public colleges and 1,304,000 youngsters in private colleges. But during the past fifty years, ladies and gentlemen, enrollment in the private colleges has multiplied seven times, and during this same period, enrollment in the public colleges has multiplied 17 times. Again here is evidence of a large movement toward public higher education, even recognizing that since public colleges started for the most part during these fifty years, we would have a more rapid growth figure.

Now, it seems to me, looking at the parallel between the high schools and the colleges in the specialized programs, the problem is two-fold. First, we have the professional programs which, in general, require the four years that we like to think of as college, or require

that four years as a preliminary to professional education. I am going to skip the latter for a moment and come back to it, because I think the things that happen to professional education will happen as a result of the larger general movement.

The other group of specialized programs—and these are the programs that are growing most rapidly—is the junior colleges; and here though I will talk of two-year institutions, I am thinking in terms of curricula specially tailored to meet the needs and demands of the individual and of the public. These will be programs of less than four years, with terminal objectives, although I do hope they will provide some opportunity for the youngster who changes his mind to go on from there to the traditional four-year offerings.

Here we have a rather marked rate of growth again. Beginning in 1915, when we had a total of 2,363 students enrolled, we have climbed steadily year by year and through every decade until by 1952, when we had 576,453 students, over half a million. And the figure is still rising rapidly.

Here, again, we see the pattern of shift from private to public. In 1915, of those 2300 youngsters, less than 600, or 25 per cent, were at public institutions. This percentage rose successively by decades to 61, 71, 77 and, in 1952, 86 per cent.

It seems pretty clear to me that the development of junior college programs, or two-year programs, is overwhelmingly being taken over by the public institutions rather than the private. This, I think, is something that we ought to think very seriously about.

Now, you may say the magnitude of this problem isn't serious. Well, that depends on how you look at it. It is true that right now it is only about 20 per cent of the total college enrollment, a little less than that. It is true that in 1920, 2.6 per cent of the total students in post-high school education were in junior colleges, and 30 years later, by 1950, this figure had only risen to 14.9 per cent. But if you take a look at California, where the program was really given a fling, then you find that in 1920 there were 0.06 per cent, and by 1940, 47.8 per cent of all of the college students of the state enrolled in junior college programs.

Ladies and gentlemen, there can be no doubt, as you look ahead to your growth in college enrollments, offerings of less than four years, tailored to meet special needs, are going to take up a large percentage of the total enrollment increase.

III

This, I think, brings us to the question of what do we do about this? And it seems perfectly clear to me that there are some things that we can do and ought to do. Let me say first of all that as a public college president, I know from first-hand experience the problems of getting funds for higher education from the tax rolls. Let me point out that if you take only your proportionate figures to date, the average cost of education in this country—and it doesn't make much difference in the average whether you take public or private or total—there is less than a \$50.00 spread—is about \$1,000 per student per year. I am not talking about tuition; I am talking about cost. And if that cost doesn't rise at all, as you talk about 6,500,000 students, ladies and gentlemen, that is six and one-half billions of dollars.

Anybody who has had anything to do with municipal or local budgets knows the staggering proportion of budgetary funds that goes to the maintenance of our public schools. But this figure, ladies and gentlemen, will be larger if higher education goes all public; and I submit to you that my interest in terms of the support of the private institution during this period, this critical period of growth, is not altogether an unselfish one, because I do not believe that cities can support this kind of an additional budget. I would not wish to have the job of raising that \$6,600,000,000 from the tax rolls.

Now, what are the advantages of a balanced program? Well, it seems to me they are two-fold. The first advantage is a dollar advantage. The dollar that is paid in tuition, the dollar that is given in endowment, given of a man's own free will one way or another, is unquestionably a dollar that is being collected from a source where there is ability to pay. As our tax budgets mount, the question of whether or not our various forms of taxation fall equitably in terms of ability to pay is a very dubious one, and I submit to you that this is a basic concept of tax philosophy and it is one we cannot readily avoid.

Now, actually, private institutions in this country are in large measure supported by public funds anyway—and what do I mean by that? Oh, I am not talking about the fact that they don't have to pay taxes and the rest. I am talking about the fact that under our peculiar type of income tax set-up, the money our private colleges get in endowments is money that would otherwise go in large measure to the federal government in taxation, so that this is a way of tapping public

support for higher education even in the private institutions. I don't see the great difference between that and putting it on the tax bills. I think in philosophy it is the same; but I think in terms of taxing where there is ability to pay, the private institution has the edge and, in terms of our national welfare, must be supported in that respect.

The other thing that I am concerned about is the kind of thing that has happened in welfare. No one will deny, at least I hope they won't at this stage of the game, that we need public colleges in order to make sure that any young person qualified, with the mental capacity and ability, can develop to his fullest, so that he may contribute most to our society. But I do think we have to remember that when we said that welfare must be taken over by the government, we had also to set laws, laws that limited welfare to a dole rather than an opportunity to help people to help themselves.

Now, I am not saying that our public colleges are excessively hampered in that respect today, but I am saying, as tax burdens rise, if we start moving towards \$6,600,000,000, then you are going to find restrictions, sharp restrictions, placed on the expenditure of public funds for public higher education. And with all that I think we in the City of New York have been extremely fortunate in terms of our city-college relationships. But I must say to you that as I look back over the past fifty years of the history of our colleges, this change is already taking place. And I am sure there are institutions that are hampered much more than we are.

IV

I think, then, that we must take a look at the role of public and private colleges in terms of this junior college concept. It seems to me that our private colleges ought to be urged and prodded into setting up under their jurisdictions some of these specialized less-than-four-year programs. If they don't, the demand will be there, and public higher education must meet it, cannot avoid it. But I do think we, in turn, can restrain ourselves, can hold back to the extent to which private institutions will meet this burden.

Now, I understand that may mean some governmental assistance in terms of initial promotion of programs, building of facilities, long-term, tax-free bond issues at low interest rates, to enable private colleges to expand the facilities; but I say as between that and the alternative of having it raised from the present ratio to the point

where higher education will be almost completely public, I have no doubts where, as educators, we should stand.

I think secondly that there is a brighter side to the problem, for the less-than-four-year program offers to the private college for the first time in many years, a chance to balance its books. Many two-year programs can support themselves on tuition. This is something that is back in the happy past for most of us, certainly insofar as the last two years of our college education is concerned.

Secondly, I think the co-ordination of two-year programs with four-year institutions, so that a youngster coming to the completion of two years may, if he so desires, move on to further higher education, will give us a chance to swell and develop the enrollments in our upper two years, which are the places where small class sizes are breaking our financial backs, so that careful co-ordination of these programs—and I would call for that co-ordination whether the two-year programs were public or private—can financially help our private four-year institutions to do a better job of meeting their costs on a tuition basis. This is something we haven't been able to do in twenty years, and it promises a future that will help us.

I think, then, as I look ahead, if we can develop this kind of balance and proportion, if we can get private colleges to move into this field, if we can get public colleges to take the position that they must not move in, they must not expand their programs until private colleges have had a whack at it and a chance to do the job—and let me say that we are doing that right in the City of New York; nor does it mean that the public colleges are going to be second rate or play second fiddle. There is so darned much left to do after private institutions have left what they can't do, that there is no fear whatsoever of the public colleges playing an inferior role because of it.

We in New York City, unofficially, are doing that. Our private and public colleges are working together on almost every step that is taken to make sure that we don't grow at the other fellow's expense. If we can get those concepts across, then it seems to me that as I look ahead to this 5,000,000-6,000,000 enrollment, we will have some steady increase in enrollments in our regular four-year programs. We will move to the point where perhaps 40 to 50 per cent of the total enrollment is in programs of less than four-years, these so-called specialized terminal programs. There, we will have a tremendous responsibility to see that these programs, in turn, have a proper bal-

ance between the technical-vocational and the broad cultural values that we recognize as so important in higher education.

And I believe we will see a change taking place in terms of the four-year programs. I think less and less young people taking those programs will be thinking of them as terminal, and on the other hand more and more of the students taking our four-year programs will be preparing themselves for professional training beyond the baccalaureate degree.

And so I see quite an expansion in terms of professional education in the social sciences, certainly in education, and here again a better balance of class size in the upper ranks, which will help us financially to meet a burden that, if we just look at it in one big bite, looks staggering. I think it is this growth of graduate work that will solve our teacher shortage problem for us. I am really not concerned about it. I understand we have got a tussle on our hands; but I want to point out that if half the youngsters are in two-year colleges, we will need fewer teachers than if they are all in four-year institutions. The job will be to maintain our percentages, perhaps move them up a bit, in terms of the number of people in the four-year programs going on to advanced study and professional work.

And so as I close, I have only one thing to say to you. I am sure that neither public nor private higher education alone can meet the challenge that lies ahead of us. I think we must face this thing shoulder to shoulder. We cannot afford the luxury of competition. We will have to plan together and plan constructively for the most economical use of the educational dollar and for the most economical use of teacher services. I look to a future when we will have stopped talking about public and private higher education but speak and think only of higher education alone.

The Differential Prediction of Success in Various College Course Areas

PAUL HORST

I

TODAY, more than ever, our institutions of higher learning must play a major role in determining the destiny not only of this country but of the other free nations of the world as well. It is certainly important that as a nation we look well to the training of scientists, scholars, technicians, and other leaders in the essential areas of our culture. To make sure that the training provided by our colleges and universities yields maximum results, we need to know that the young men and women to be trained are those who can profit from the various areas of advanced training open to them. Certainly, admissions officers and registrars are much concerned with the determination and implementation of policy designed to guarantee that the young men and women admitted to the university can benefit satisfactorily from the training provided by it.

Here at once the problem of prediction enters in. In a sense, all admissions requirements may be regarded as predictions. When we say that a student must have a 2.5 high school average before he can be admitted to the university, we imply that this average is necessary in order that he perform satisfactorily in his college studies. Also when we say that a student must have so many hours of English, mathematics, or natural science before he may be admitted to the college or university, we imply that the specified amount of high school training in these areas is necessary in order to achieve a satisfactory degree of success in college. In effect we are predicting that students who satisfy these various requirements will be more successful in college than those who do not. In a sense, therefore, the idea of predicting success in college is as old as the history of college entrance requirements, and all those who are responsible for admitting students to a college or university are involved in predictions of college success.

We all know, of course, that grades in college are not everything, and that there are many benefits which students can gain from college which are not measured in terms of grades. Nevertheless, it would be

idle to pretend that grades are of no importance or even that they are of little importance. In general, grades in college do give an indication of the extent to which the student has profited from his training. Therefore, when we attempt to predict success in college by whatever means, we are really attempting to predict the grades which students will make in college.

In spite of all we know about the unreliability of grades and about the many other factors which are important in a student's college career, we can still probably agree that grades are important as indicators of what a student gets out of his various courses. If grades in college are important, it is important for a student to know as accurately as possible the grades he is able to achieve in each of a number of different college course areas. One way to find out is for the student to attempt many different college courses and actually see what grades he does make. This, of course, is a very costly method to the student, to the university, and to society as a whole. It is for this reason, obviously, that we have admissions officers and admissions requirements—so that we can get some idea or prediction of what the student will probably do in college before much time and money is unwisely spent. It is desirable, then, that we be able to predict grades as accurately as possible before the student enters college.

But it is well known that people differ a great deal in their abilities, and that some have talents in one area while others have talents in a different one. At most of our colleges and universities we give training in a very wide variety of fields requiring a wide variety of abilities and previous training. Therefore, it is important not only that we be able to predict success in college in an over-all or general sort of way for students before they enter the university; it is also important that we be able to predict, as accurately as possible, in what specific areas they have their best or poorest chances for success. It is not enough to be able to say to a student, "You will do well if you go to college." We should also be able to tell him that if he takes courses in mathematics or engineering he will probably do well. Or we should be able to tell him that if he attempts to major in chemistry, he may not be very successful, whereas in some other area he might do considerably better. This is what we mean by differential prediction. The prediction of general or over-all college success is certainly worthwhile, but the differential prediction of success for a wide variety of college course areas should be much more valuable to the student in helping him

avoid the areas where he is weakest and choosing those for which his chances for success are greater.

For a number of years many people at the University of Washington have been concerned with the development of methods for predicting the success of students in college before they actually embark on a college career. This interest is certainly not unique, because many other persons in many other colleges have also been interested in the same problem; but it may be that the University of Washington has placed more emphasis on the problem of predicting success differentially and specifically in each of a large number of different kinds of college training than has been the case with other investigators.

Research on the problem of predicting success in college and particularly the prediction of differential success in various course areas has been under way at the University for more than twenty-five years. Since the war, this research has been greatly accelerated by financial support from the Office of Naval Research. It is clear that the problem of the differential prediction of success is one which is of concern not only to colleges and universities, but to society as a whole. For many years the Armed Services as well as industry have been interested in methods of predicting success differentially in a large variety of activities or military occupational specialties. Actually, therefore, the kind of research which has been conducted at the University of Washington on the problem of the differential prediction of success is also fundamental to problems of selection and classification of military personnel. It is because of the similarity and importance of the problem for universities and the Department of Defense, that it was possible to obtain rather substantial support for this kind of research at the University.

The research conducted at the University has resulted in methods which now enable us to predict success with considerable accuracy in each of 32 different course areas at the University as well as the over-all University grade point average. These course areas are subjects like anthropology, English, mathematics, and so forth. We actually make predictions of the grade point average which a student can be expected to achieve if he takes courses in a particular course area. For example, we predict for Mary Jones that she will make a 2.0 in anthropology, a 3.3 in art, a 2.4 in biology, a 2.5 in English, and so on for 32 course areas. In addition, we predict that she will make a 2.9 over-all University grade point average. (In the grading system

used at the University $A = 4$, $B = 3$, $C = 2$, $D = 1$, and $E = 0$.)

These grade predictions are not pulled out of thin air nor are they found in crystal balls. They are based on the scores which the entering freshmen make on each of seven different entrance tests and also their high school grade point averages in each of six different high school subject areas such as English, mathematics, and natural sciences. For each student, then, 13 different measures are available—seven test scores and six high school grade point averages. As a result of the research which we have conducted, 33 different mathematical formulas have been developed, each of which combines the 13 measures in such a way as to give the best possible prediction of the grade point average which the student can make in a specific course area. There are 32 different formulas for the 32 course areas and also another formula to predict over-all University grade point average. Two other factors are also used to help make the grade predictions. One of these is age and the other is sex. For some of the predictions, a slight bonus is given to men while for others the bonus is given to women. These bonuses have been scientifically determined on the basis of sex differences for the various kinds of course areas. For example, in nursing, women are given a bonus of about two-tenths of a grade point, whereas in mathematics men are given a bonus of about two-tenths of a grade point. In the case of economics, neither is given a bonus.

II

Some of you may be interested to know a little about the mechanics of making predictions. Many of you are already familiar with the use of IBM punch card equipment in maintaining and processing your own records. The test scores and high school grades for each student are punched into an IBM card. One of the recent developments which make possible the prediction of these grade point averages is what is called the IBM type 650 Magnetic Drum Data Processing Machine. The 33 grade prediction formulas are stored in this machine. The card for each student is then fed into the machine and in about five seconds all of his 33 different grade predictions are punched into another card by the same machine.

Professor August Dvorak of the University of Washington is largely responsible for the methods whereby the machine can take the 33 different formulas together with the scores and high school grades of the student and turn out the 33 different grade predictions.

Formerly, it took the better part of half a day for each student to make these calculations by means of conventional desk calculating machines. You may be interested to know that the machine takes about one-tenth of a second longer to calculate a woman's grade predictions than it does to calculate a man's predictions.

One of the interesting features of the grade prediction program is a series of charts which have been developed to help the student interpret his grade predictions. The student's grade predictions are first printed on the IBM punch card. They can then be transferred from the card to the charts for detailed interpretation. One of the charts is constructed in such a way as to give directly a student's chances of getting a C (2.0) or better in each of the 33 predicted areas. Of course, if the grade predictions were perfect and a student had a predicted grade of 2.0 or better, his chances of getting C (2.0) or better would be 100 per cent. The chart, however, is constructed in such a way as to reflect the accuracy of the predictions. Another chart indicates the student's chances of getting a B (3.0) or better. Still another chart shows his chances of being above the average of his class. This average can actually be greater or less than a C depending on grading practices. A fourth chart shows the student's chances of ranking in other positions in the class, such as the highest 6 per cent, the lowest 6 per cent, the highest 22 per cent, and so on. These charts are all based on actual experience with many thousands of students and over half a million grades and test scores. Therefore the student can get a realistic idea of the chances for or against him in achieving any particular standard for each of the 33 areas.

The description of the grade prediction system which I have presented gives you some idea of how it differs from other methods which are currently available. One of the features which the students like is that the predictions are made in terms of actual grade point averages. That is, the predictions are made in terms of the grading system at the University. Many of the tests and testing programs used by colleges give specific numerical predictions of success but they are not in terms of the grading system of the college or university. For example, some of the well known systems give scores in which 500 is average and in which, say, 800 is high.

Another feature which is different from programs and admissions tests currently available is that a wide variety of different course grades are predicted. And these different predictions are all made

from the same set of measures, that is, the seven test scores and six high school grades. But remember, they are not made with the same formula. A different formula is applied to a student's test score and high school grades for each area predicted. It is true that certain programs which are currently available do give scores on subject areas such as English, mathematics, various languages, and so on. These programs, however, require a separate test or set of tests for each of the areas in which the scores are provided. In general, it is not possible with other programs to get predictions of success in more than a half a dozen areas in a single day of testing time. Actually, the tests which are used in the University of Washington grade prediction program do not require a full day. Less than a day of testing time yields the 32 special area predictions plus the over-all college grade prediction.

Another feature of the program which is not provided by others is the estimate of the accuracy of the predictions. Since other test programs do not attempt to predict actual grades it would be rather difficult for them to indicate the accuracy of their predictions. In the University of Washington predictions the accuracy of the predictions has been determined for over five thousand cases. These are available in terms of statistical measures known as correlation coefficients. However, by means of the charts we have discussed, it is possible to translate these rather simply into the chances for attaining various levels of achievement. These charts reflect the accuracy of the predictions and make it possible to calculate the student's chances of success based on any particular standard of success.

You may be interested to know how the grade prediction system actually operates at the University of Washington. It has been in use now for three years. When the student registers at the University he takes the seven entrance tests. On the basis of these and his high school grades, which are taken from his transcript, his grade predictions are calculated by punch card methods as I have described. This part of the process is carried out by the Division of Counseling and Testing Services which operates under the supervision of an Administrative Board. The Board consists of representatives from the major colleges of the University. It also includes the Dean of Students and the Registrar. When the grade prediction cards are prepared, they are segregated by colleges and turned over to the various advisory offices. These offices are then responsible for the use of the material in ad-

vising students. They are also responsible for making the material available to various departmental advisers in the case of students who have already selected their majors. In this way, the grade prediction program becomes an integral part of the academic operations of the University. Students come to the Division of Counseling and Testing Services for further or special guidance only when referred by departmental or college advisers. They may then be given further tests and more detailed consultation depending on their particular problems.

The grade predictions have been regarded primarily as an aid in helping students select course areas and majors in which their chances for success are greatest. They have not been used as a basis for admission since the emphasis is on differential prediction rather than over-all prediction of success in the University. It is believed that their greatest usefulness will continue to be in the area of differential guidance into specialized areas of training rather than as a basis for admission to the University.

There are two points which we try to emphasize constantly. One of these is that although the grade predictions have proven remarkably accurate in many cases, nevertheless they are not perfect. In general, it has turned out that of the students who were predicted to do very well, less than 10 per cent did poorly and of the students who were predicted to do poorly, less than 10 per cent did well. As is typical of most predictions of success, however, the middle group cannot be predicted so accurately. Of persons who are predicted to do about average, some might do quite well and others rather poorly.

III

Another point we like to emphasize is that even if the predictions were perfect, they are not the sole basis on which a college career should be planned. We emphasize for example that the predictions are made for course areas rather than majors. In order to major in a subject a person has to take courses in a number of other areas. Therefore, he must consider not only his predictions in the areas of his major but also in the other areas required for that major.

Actually, there are many areas of study in which it was not possible to develop prediction formulas because we did not have enough cases on which to base reliable predictions. But, if a student wishes to major in a course for which no predictions are available, he can still use his predictions for evaluating his chances for success in such a

major. For example, a student may wish to major in fisheries. Up to the present time we have not been able to collect enough cases on which to base a reliable prediction of success in fisheries. However, we do know that a good deal of work in zoology, chemistry, and even mathematics, is required for students who major in fisheries. Predictions are available in these course areas and they may be used as a basis for estimating how well a student might do as a fisheries major.

The grade predictions may also be used in helping a student plan his course load. If his grade predictions are high and he needs to support himself while going through college, this means that he will probably have time to do quite a bit of work on the side. On the other hand if his predictions are not high, say around 2.0, then it may mean that he should plan to spend very little time working on the side if he hopes to keep his grades up well enough to stay in college.

Other things being equal, we feel students should be advised to major in areas where their predictions are highest. But there can be many exceptions. Sometimes the job opportunities in the areas of the student's highest predictions may not be as good as in other areas where his grade predictions are lower. If his predictions are sufficiently high to indicate that he can make satisfactory grades in an area for which the job demands are great, he might be justified in passing over his higher predictions in favor of areas for which the job opportunities are better.

Interest and motivation must also be considered in connection with the grade predictions. Some students may have high aptitude for science but may not be interested in this area. This may be particularly true of women. Considerable research has shown that the relation between interest and aptitude is far from perfect. A student may be justified in choosing a major where his predictions are only moderately high if such courses interest him much more than others in which his predictions are higher. But it is important that he have advance warning about how hard he may have to work to make satisfactory grades. He can then judge whether he is willing to sacrifice half a grade point or more, or spend the extra time needed in study.

Students should also consider their grade predictions in planning their social activities. If they choose to major in areas in which their grade predictions are not high then they should recognize that social activities should be kept at a minimum if their grades are to be kept high enough so they can remain in college.

The grade predictions can also be useful in the planning of a well balanced course load once a major has been selected. Suppose, for example, a student has chosen home economics for a major. One of the requirements for this major is chemistry. If the prediction in chemistry is not high then she might well be advised to take the required chemistry along with other courses in which her predictions are more favorable, rather than with courses in which they are lower. In general, advisers can use the predictions to help students plan their course selections so that difficult subjects are balanced with easier subjects. If the predictions are used in this way, the discouragement or failure which often results when a student takes a number of difficult subjects at one time might be avoided.

When grade predictions are available to students, particularly in a tax-supported university, it is important that the students and their parents understand that these predictions are not infallible, and that the university makes no claim that they are. We try to make clear that the grade predictions are only indications and aids in guidance and course selection, and that for a number of reasons they may turn out to be either too high or too low. One of the reasons that the grade predictions cannot be perfect is that the test scores and the high school grades from which they are calculated are not perfect. Neither can the grades which they are designed to predict be perfect. We all know that grades of any kind whether in high school or college are subject to more or less error. But aside from these inaccuracies we also know that the student has a great deal of control over how accurate the predictions will be. For example, a student who has made good grades in high school may become distracted in college by social activities or because of health, financial, or other personal reasons, and therefore get grades which are considerably lower than his predictions. On the other hand, the student who has not worked particularly hard in high school might suddenly discover a consuming interest in certain college studies and really apply himself in every way possible. In this case his grades would tend to be considerably higher than the predictions would indicate. But even in such cases the grade predictions can still be helpful because they show the student's relative strengths and weaknesses so that he can prepare in advance for the effort which will be required of him.

These are just a few of the many known reasons why the grade predictions can turn out to be too high or too low. Considering these

various sources of error, however, the grade predictions have proven to be remarkably accurate.

IV

It may interest you to learn a little more about how the grade prediction system was developed. I shall not attempt to bore you with a lot of technical details, but perhaps I can give you a general idea of the approach we took. In the first place I should say that no new tests were developed in this program. The tests we used were selected from among many hundreds of excellent tests which are already available from commercial test publishers. One of the main problems was to decide which of these many tests would be most useful for predicting success differentially in a large number of different college course areas.

As I said before, we had no crystal balls, so we started with about 20 different tests which, on the basis of previous studies and experience, we thought might be useful in a differential grade prediction program. We actually tried out this group of 20 tests on over 2,000 entering freshmen at the University of Washington in the fall of 1949. This required two days of testing time. We did not, however, use the test scores until after four years of college had been completed. At the end of the four years, the grade point average for each student in every course area for which he took one or more courses was computed. We then had three specific problems before us. We knew that ordinarily it would not be possible or even desirable to give all of the entering freshmen, every year, two days of testing such as this experimental battery of 20 tests required. Assuming that it was feasible to devote no more than one day of testing time to entering freshmen, the first problem was to determine which of the tests in this original group of 20 would be most useful in predicting the grades that students would make in each of the various course areas. There were 33 course areas in which more than 50 students had taken at least one course. We did not feel that it would be possible to get reliable results in areas where the number was less than 50.

Although we can report the results now in a single sentence, it took a great deal of time to develop a technique which would tell us which of the 20 tests combined with high school grades would be most useful for predicting success differentially in each of the 33 course areas. The methods which we developed are highly technical and are published in several scientific journals (1, 2).

A second problem, once the tests had been selected by means of the new technique, was to determine the weighting formulas to be applied to the scores and the high school grades in order to give the best differential prediction of success in each of the 33 areas. This was done by the use of certain techniques already available and the development of additional techniques.

Having determined which of the tests are most useful and how to weight them to get the best differential prediction of college grades, the third problem was to find how accurate the predictions are. We were now able to calculate a predicted grade for each of the 2,000 people in the 1949 group of entering freshmen for each of the 33 courses areas. We could then compare the predicted grades in each of the areas with the actual achieved grades to see how accurate the predictions were. Here again, we used some statistical measures known as correlation coefficients to test the accuracy of the results. We found as would be expected, that the predictions were more accurate for some areas than for others. For example, our predictions for English were quite accurate, whereas in art the accuracy was not so high.

But you will see at once that there is no point in predicting grades for students after you already know what their grade point averages are. The reason for using the experimental group was to select the tests, establish the 33 weighting formulas, and find how accurate our predictions might be if we used the tests and formulas on subsequent entering freshmen.

In the fall of 1953 we began to use the formulas and the predictions with entering freshmen. We have now had a chance to follow up these freshmen for two years and to see how accurate the predictions are at the end of a two-year period. Again, I do not want to bore you with technical details, but you can get a general idea of how we study the accuracy of predictions by considering several subject areas (3). As an example we might take anthropology. A total of 892 students took one or more courses in anthropology during their first two years. Of these, 140 were predicted to make grades between 0 and 1.7; 345 were predicted to make grades between 1.0 and 2.2; 277 were predicted to make grades between 2.3 and 2.7; and 130 were predicted to make grades between 2.8 and 4.0. Actually we found that of the persons with predicted grades in the range of 0 to 1.7 only 12 per cent achieved grades of B (3.0) or better. Of those with predicted grades in the range from 1.8 to 2.2, 24 per cent achieved

grades of B or better. This is almost double the percentage of those in the lowest predicted range. Next, we find that for the predicted range of 2.3 to 2.7, 51 per cent achieved B or better. This again is about twice that of the immediately preceding group. Finally, of those in the predicted range of 2.8 to 4.0, 75 per cent achieved grades of B or better. You see then that the higher the predicted grade range, the larger is the percentage of the group which achieves a grade of B or better. Since the percentages of the group achieving B or better increase consistently as the predicted grade range increases, we conclude there is a definite relationship between predicted and achieved grades in anthropology. The more sharply this percentage increases the more definite is the relationship; or to put it another way, the more accurate is the prediction.

In the case of philosophy, for example, the percentages in each grade range achieving B or better were: 7 per cent in the low predicted range, 26 per cent in the next predicted range, 51 per cent in the next to highest predicted range, and 88 per cent in the highest predicted range. Here we have a very sharp increase indicating a high degree of relationship between predicted and achieved grades.

It became clear after the grade prediction program was put into effect at the University of Washington that it would be more useful to students if the grade predictions could be made available before they came to college. The grade predictions are not ready until after the students are already well into the first quarter of their freshman year, so they cannot be used in planning their first quarter's work. If the grade predictions could be made available to high school seniors well in advance of college registration, they could be of greater value in planning the students' future educational careers. Therefore, an experimental program was initiated this year through which the grade prediction service has been offered to interested high schools in the state of Washington. On a purely voluntary basis, 47 high schools of the state are participating in the program this year. A total of about a thousand high school seniors are included. The tests were given to these seniors during the month of February after they had completed three and a half years of high school work. Their grade point averages in the six different high school subject areas which are used to help make the grade predictions were also obtained. The grade predictions are being made available to participating schools this month. This program is being offered to all high schools of the state next

year. It seems highly probable that for a grade prediction program such as the one developed at the University of Washington to be of maximum value to students, close co-operation between high schools and colleges will be necessary.

The program I have discussed was originally designed to predict grades at the University of Washington. Actually, it has now been worked out in connection with the high schools so that the predictions which the student receives can also be of value for high school seniors who plan to attend other colleges in the state, or even colleges in other states. One of the interpretation charts which is provided is based on predictions of relative class standing. Predictions of this sort are comparatively independent of the particular grading practices used at any one college or university.

V

It is natural to ask whether the system used by the University of Washington can be taken over as a whole by other colleges or universities. To the extent that the course offerings are similar to those given at the University of Washington, the grade predictions should be useful in other universities. Certainly there is some similarity with respect to the mathematics or the English or the history or the psychology taught in various universities over the country. The system used at the University of Washington including the tests themselves and the methods of combining the scores with high school grades should be of value for differential prediction and guidance in other universities and colleges if competently and wisely administered. I should like to point out, however, that even at the University we do not feel we have the best battery of tests it is possible to get for differential prediction in college. We feel that there is still a great deal of improvement to be made, particularly with respect to some of the special areas such as the arts, music, architecture, and some others where our predictions are less accurate. As a matter of fact, I believe it is possible to find or develop tests which will increase the accuracy of the predictions in most of the areas we deal with. I also believe that it is possible to develop prediction formulas for a number of other course areas where we have not yet had enough experience to enable us to develop accurate formulas.

There is no reason why other universities which have adequate

facilities and which have large enough enrollments cannot develop programs of their own if they use appropriate methods.

It is true that at the University of Washington we have spent a great deal of money in preliminary research, which we were fortunate enough to obtain through outside grants. Nevertheless, much of this work need not be repeated, since the techniques are now available. Some universities may wish to develop programs which are more specifically adapted to their particular needs. I believe the most fruitful way for universities to develop a program of this kind is for several or more to get together in a co-operative enterprise. In this way not only the financial resources but also the student resources of the universities could be pooled and utilized to yield a more efficient program.

For any school wishing to develop its own program a number of factors must be carefully considered. It would be most unwise for schools without adequate financial, technical, or student resources to attempt the development of a grade prediction program. A college or university would hardly be justified in trying to develop a program of its own unless it typically has at least 2,000 entering freshmen each year. The larger the enrollments, the better will be the possibility of developing reliable grade prediction formulas in a large number of different areas. The limiting factor is the number of students who will have taken courses in a particular course area throughout their four-year college career. If this number is less than 50, the results of a prediction formula based on that group would not be very dependable.

Assuming that an institution has 2,000 or more entering freshmen, it would be necessary to give a rather large amount of test material on an experimental basis to an entering class. It would take four years then before complete grade records were available on all of these students. These would constitute the basic data for the selection of the tests and the development of the prediction formulas. This means then that in the first place the college must be rather large, and in the second place that it will be four years before prediction formulas can be developed which can be used for the guidance of other students. Ordinarily, it would also be desirable to try out the materials on a follow-up group. While a one-year follow-up would give an indication of how well the predictions are working, a check at the end

of two years would give considerably more assurance. Therefore, the development of a program in which a rather high degree of confidence could be placed would take about six years.

I give you this information to indicate what I regard as the minimum size of school and the minimum number of years required for developing a reasonably adequate differential grade prediction program. There are ways of short-cutting the process whereby the time could be reduced to a minimum of three or four years. I think, however, it would be a serious mistake if colleges over the country should attempt by means of these short-cut procedures to develop differential grade prediction programs without adequate provision for follow-up studies.

Before closing, I should like to emphasize the administrative requirements for developing and operating a reliable and adequate differential grade prediction program. You can see by the foregoing discussion how much a program of this kind is interwoven with most of the operations and activities taking place on a university campus. Adequate liaison and co-ordination are extremely important if the program is to be of maximum usefulness to the university as a whole. For this reason the program at the University of Washington has been under the general supervision of an Administrative Board which represents the major activities and interests of the University. This Administrative Board has for its Chairman Dr. Lloyd S. Woodburne, Dean of the Arts and Sciences College. The co-operative program with the high schools of the state involves important public relations considerations. Problems of this kind are adequately handled because one member of the Administrative Board, Dr. Francis F. Powers, Dean of the College of Education, is also chairman of the subcommittee of the Board in charge of the high school testing program. This subcommittee is responsible for all activities involving high school participation in the grade prediction program. Another member of this subcommittee is the Registrar of the University, Mrs. Ethelyn Toner, whose relationships with high schools and problems of admission are very close. All of the major colleges of the University have representatives on the Administrative Board. The Chairman of the Board reports directly to the President of the University.

There is one final point of particular interest to this group which I should like to emphasize. This is the very important role of the registrar and admissions personnel of the University in the development

and administration of a program such as I have described. In working out the grade prediction formulas and in the follow-up studies, very extensive use must be made of recorded grades of the students at the university. These data are a vital part of the experience and research upon which a useful and practical grade prediction program must be based. At the University of Washington we are very fortunate that the Registrar is actively associated with the program and has co-operated constantly to the fullest in both its development and administration.

I believe that the registrars and admissions officers in the colleges and universities of the United States can play an extremely important role in the further development and use of differential grade prediction procedures. These procedures, I am sure, will provide the basis for more effective student guidance in the high schools, more efficient utilization of our higher educational resources, and a higher caliber of well-trained college graduates.

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Looking Ahead to 1970

IRA M. SMITH

IT IS AN HONOR and a privilege for me to address the 42nd Annual Meeting of the American Association of Collegiate Registrars and Admissions Officers. Allow me to congratulate each one of you on your acceptance of the call to the high profession as registrar or admissions officer. Your work is exacting. At times it will be frustrating and perhaps not adequately paid. However, it will be rewarding, for in it you are dealing not with material things as does the engineer, not with sick bodies like the doctor, not with legal principles like the lawyer, but you are dealing with human beings and helping them with their personal needs and aspirations for their life careers.

Always remember that to have our youth in college is important for the welfare of our democratic way of life. It is not always the BMOC (big man on campus) who has all of the initiative or ingenuity. Often the student who seems to be of average ability is the uncommonly gifted individual. Your personal services to him will be rewarding.

Upon your decision to admit or not to admit students will rest to a large degree the destiny and welfare of thousands of our best young men and women. Your action will affect not only those with whom you come in direct contact but, like the ever widening wavelets from a pebble cast into a pool, will affect countless others such as parents and friends. As a college officer you will be constantly in the blaze of the klieg lights of publicity. Many times you will be tempted to swerve just a little when an influential person pleads—it is easy for all of us to rationalize. As a good administrator you will need to fortify yourself with a large dose of that uncommon ingredient, common sense.

In your work you may have things to say that will hurt but that need to be said. In such instances speak to them with kindness and love.

Senator Douglas of Illinois tells in *The Reader's Digest* what he calls "the best advice I ever had." It happened in a Chicago Quaker meeting. After a long silence a man arose and said earnestly this single sentence: "When you differ with a man, show him by your

looks, by your bearing, and by everything that you do or say, that you understand him."

A Persian proverb says, "There are three things that never return—the spent arrow, the spoken word, and the lost opportunity." A harsh word spoken even in making a fair and just though unfavorable decision will never be forgotten and may rise up someday to confound you. Don't let this happen to you.

Admission to college is important not only to the applicant in selecting his school but also to the college officials who, because of ever-increasing enrollments, are becoming more and more concerned about the students they admit. This means very clearly that those who are to be admitted must be fully qualified not only in educational competence but also in terms of character and determination to pursue their college programs to complete graduation requirements. At the present time national studies show that less than one-half of those who enter as freshmen ever continue through to graduation. It was Henry Ford who once said, "If you start a thing, finish it."

In recent years, especially since the bulge of enrollments following World War II, much attention has been given by higher institutions to the question of maintaining a high quality of scholarship standards in the face of quantitative expansions with respect to both physical facilities and increased numbers of students. To keep ahead in the field it will be necessary for each one of you to be faithful in attendance at professional meetings, to work on committees, and to carry on follow-up studies on patterns for admission and success in college, class size, room utilization, as well as methods of college teaching. Your work will also call for participation and leadership within the institution (1) with the administration, (2) with the students, and (3) with the faculty.

Throughout the nation, the registrars' offices have—on the average—been understaffed. The clerical nature of so much of the work has caused presidents and chancellors to depreciate its significance in comparison with instruction and research. In many instances this situation has forced the registrar and ranking assistants to spend too much time on details and not enough on administrative matters. This identity with minutiae has not been too helpful, and as the "rising tide" gets higher it is imperative that the registrar protect himself with ample aid, or he surely will be lost in the maelstrom of numbers when the full force of the increase hits his institution. If he gets the

adequate protection, he will have time to study the over-all problems, to be reflective, to use his imagination, and to maintain his position as an administrative officer.

At the turn of the century only about four per cent of those of college age were attending college. Now college enrollment has risen to between 30 per cent and 40 per cent. Where will it stop? Nobody knows. Going to college pays in more ways than one. The acquirement of a broad knowledge in many fields opens windows through which one is able to look all his life, and the more windows one has to look through the more interesting the view.

The number of students going to college is increasing rapidly, and by 1970 it has been predicted that our college enrollment will be double that of today. This trend is truly the American Way. President Lewis Jones of Rutgers University, in a recent address before the Conference of Land-Grant Colleges, stated that

"We can no more deny the expanded generation of young people an opportunity for a good education than we could deny them food, clothing, and housing. . . . As a nation we have to spend more and expand our educational facilities to at least double their present size during the next ten to fifteen years. Limitation of enrollments is *NOT* a possible American Solution."

We are all justly proud of Ronald Thompson's exhaustive study: *The Impending Tidal Wave of Students*, which was reported in October, 1954, and which has done so much to inspire every registrar and admissions officer to become more and more aware of the tremendous tasks ahead. The chief concern of each one should be the extent to which he and his institution will be ready. Such readiness presupposes careful restudy of problems from current entrance regulations, accurate predictions of year-by-year increases, more adequate use of classrooms and facilities and housing accommodations, as well as the many other adjustments which must be made for larger enrollments, not the least of which must be the strengthening and expansion of your own office staff. The pressure will be severe and well-trained assistants will be needed in all areas. The years immediately ahead are critical ones. Plans made now will determine the caliber of education to be given youth in the coming years.

When asked to prepare this talk it was suggested that I draw heavily on my own experiences. From my early beginning in 1909 at the University of Illinois until 1920; at the University of Chicago

from 1920-1925; and at the University of Michigan from 1925 until retirement in 1955 it has been my privilege to observe the organization and growth of AACRAO from its beginning in 1910 to date. It has been an inspiration to become well acquainted with so many registrars and admissions officers through work in the Association. I am sure you will all share with me the feeling that without the Association our status would be considerably less advanced and less interesting. Be sure to help in the work of the Association. Be willing to accept responsibilities. Make suggestions for improvement of our services.

At the beginning of my service at the University of Michigan in 1925 I was asked by the President of the University to continue the close co-operation with the high schools of the State which had long been the practice, and to expand this co-operation throughout the nation. I might mention that Michigan was one of the first institutions if not the very first, to admit freshmen wholly on the basis of the high school diploma. This was first restricted to the graduates of the so-called Diploma Schools of the State which had been approved by the University. Later it was expanded to include high schools nationwide.

Following up the suggestions from the President I immediately joined the National Association of Secondary-School Principals, the American Association of School Administrators, the High School Principals' Division of the Michigan Education Association, the North Central Association of Colleges and Secondary Schools, The Michigan Schoolmasters' Club, and several other State and national school associations.

I attended my first State meeting in Lansing in December 1925. At this meeting it was voted to appoint a committee of high school principals to co-operate with a committee from the University in consideration of matters pertaining to the admission of high school graduates to the University as freshmen. This joint committee was urged by the President of the University to feel and use its power of initiative strongly, and to make specific and definite recommendations whenever it seemed logical and practicable. Early in the preliminary meetings of the committee emphasis was given to the fact that it was the sincere desire of the University to continue to co-operate fully with the high school principals in all matters pertaining to freshman admissions.

The first action was the development of a three-part application form to be used by candidates for admission to the University. In preparing this blank the Committee had the following general aims in view: *First*, to prepare a blank that would stimulate prospective freshmen to think carefully about their college plans; *second*, to include questions that would acquaint parents and teachers with some of the problems and difficulties that confront students in the transition from high school to college; and *third*, to secure as far in advance as possible such information as would enable the University officials to counsel and advise with students how best to anticipate some of the problems and difficulties of making the transition to college work.

This new blank recommended by the joint committee of high school principals and university officials was well received. It involved the joint efforts of school men and university counselors. This co-operative effort made it successful. In fact this three-part application form was adopted by several state universities throughout the nation. In more recent years it has been improved upon in many respects, and much work has been done by national organizations to improve the form of application as well as to improve the articulation of high school and college courses. The outstanding contribution along this line recently has been the splendid work of the AACRAO Committee on Special Projects and the very much worthwhile bulletin issued in 1955 on *Secondary School-College Co-operation—an Obligation to Youth*.

By joining the several associations and working closely with high school principals, I learned many things—one of the most important lessons was that co-operation and joint effort pay big dividends.

TEEN-AGE COUNSELING A JOINT RESPONSIBILITY

Wide experiences of many institutions have shown that teen-age counseling is a joint responsibility of high school and college. My own experience in three large universities has convinced me of the wisdom of this close co-operation. The high schools have intimate contacts with the parents of the students. The colleges need to cash in on this information to counsel students properly. The student derives the greatest benefits *only* when the two educational units work together in close co-operation.

College officers should bend every effort throughout the year to establish friendly contacts with teachers, principals, and other school

administrators in secondary schools to develop complete co-operation between the higher institutions and the high schools. Such co-operation is essential if the college is to meet intelligently and adequately the problem of the student's transition from high school to college. Make it a point to visit as many high schools as possible, not with the idea of selling your own institution but rather with the idea of helping to work out plans of closer co-operation in matters relating to the articulation of high school and college.

Membership in state and national organizations of secondary school principals will put you in close touch with the people who are sending you your incoming freshmen each year. By attending the annual meetings and participating in committee work of such organizations one becomes well acquainted with the men who can be most helpful in handling borderline cases of admission. This close contact with the secondary school men of the nation paid off for me in a big way on many occasions. Direct contact with the principal could be made on a personal basis—by telephone usually—and additional pertinent facts could be obtained which would not usually be evident in the supplementary information submitted with the application. It is a well known fact that high school principals hesitate to put into writing certain bits of pertinent information about their graduates. However, if you are well acquainted with the principal, he is usually quite willing to pass on intimate information over the telephone provided he knows you personally and has confidence that such information will be used in the proper way.

Incidentally I might say that my frequent contacts with secondary school men of the State and nation helped me a great deal in handling difficult cases of admission—possibly more than any other administrative experience.

In 1926 the University of Michigan through the Registrar's Office, organized Freshman Week which later developed into Orientation Period for all new students on the campus. (Freshman Week was first started at the University of Maine in 1925.)

It might interest you to hear some of the lighter sides of individual cases of admission which have crossed my desk over the years. It has been my habit to collect choice expressions from letters of prospective students. Among others is the one from a young girl in New Jersey:

"I selected Interior Decoration at the University of Michigan as I have one picture of a tiger that does a lot for our front room."

Another one from a man in the far west:

"I am a school teacher in the State of Washington—I desire a change of occupation so am writing to you asking for information about a course in embalming in your school."

One more will be sufficient—this one from a woman in the deep South who had heard of the possibility of avoiding hay fever in the summer time, which is possible in northern Michigan but not in Ann Arbor:

"My inquiry concerning your summer school is based on the fact that I am subject to hay fever."

FIRST ANNUAL PRINCIPAL-FRESHMAN CONFERENCE

In the fall of 1927, as a part of the general program of co-operation between the University and the high schools of the State, the Registrar invited the high school principals of Detroit to visit the University for the purpose of interviewing and conferring individually with the University freshmen who had recently graduated from Detroit high schools. The invitation was accepted with enthusiasm by the principals. Detailed arrangements were made for these personal interviews. Progress grade reports were gathered from each University instructor, and these reports were placed in the hands of the principals in advance of the interview.

This first Principal-Freshman conference in 1927 proved to be so successful that it has been carried on ever since. It was expanded soon after its beginning to include the junior colleges of the State as well as the high school principals of all high schools in the nation sending freshmen to the University. It is pleasing to report that the 27th annual Principal-Freshman and Junior-College Conference was held at the University in November, 1955. It is gaining in importance from year to year.

During the early stages of this annual conference the Registrar invited many college admissions officers from over the nation to visit us during the conference. These visitors were so well pleased with the results of the conference that most of them went back home to start plans of their own. These Principal-Freshmen conferences have now spread over the nation from Florida to California, each one organized to fit local needs.

These annual fall conferences not only assist the freshmen with

their individual problems but they also enable the principals to learn of the problems confronting incoming freshmen and to improve their methods in high school in preparing future college freshmen.

Another result was the appointment of co-operating committees of high school and college representatives in respective departments to discuss closer articulation of high school studies with freshman courses in the University. As early as 1935 a bulletin on *Preparation for College English* was published by the joint committee on High School and College English. This has been revised several times since.

SERVICES OF AACRAO

It is not necessary for me to here recount the many services being rendered by the various committees of AACRAO but I would like to recall the fact that AACRAO is working closely with many national organizations along lines of mutual interest for the advancement and improvement of educational methods and techniques. Our Association should continue to assume professional leadership among college and university organizations. As previously mentioned we have already made forward strides in this direction. Much more can be done.

In recent years a large number of state and area surveys of higher education have been made for the purpose of determining the practicability of co-ordination of functions of higher institutions to avoid overlapping of facilities but at the same time to provide adequate educational facilities for the needs of all students in all of the states of the area. Always be ready to volunteer your services on such surveys.

Although such experiences may be most taxing and may conflict with many of your normal duties, nevertheless, you will gain much as I have in years gone by, not only personally but also for your institution, because of the feeling that you are contributing in a small way to further educational developments.

A recent and rather complete summary of developments in State and Regional planning projects will be found in an article by A. J. Brumbaugh and Redding S. Sugg, Jr., in the September, 1955 issue of *The Annals* of the American Academy of Political and Social Science. This number of *The Annals* also contains several other good articles pertaining to the theme of *Higher Education Under Stress*.

I would be remiss if I did not mention the professional training courses now being conducted by several members of the Association.

Our good friend Ezra Gillis, Registrar Emeritus of the University of Kentucky, now ninety years of age, provided the first training opportunity for registrars. Other institutions have taken up the work and are rendering outstanding services. A complete report as of 1954 will be found in the AACRAO bulletin of that year entitled *Professional Training Recommended for Registrar and Admissions Officer*. This report was edited by Registrar Ellen L. Deering, of the College of the Pacific, where they have already conducted three summer workshops for registrars and admissions officers, one in 1948, one in 1951, and the third in 1955. One hundred fifteen have attended these three workshops with seventeen states outside of California contributing 34 per cent of the enrollments. The other schools listed in the bulletin are also doing an excellent job of providing training courses for prospective registrars and admissions officers. The latest information we have indicates that thirty-six persons are now actually in training, all of whom expect to enter the professions of admissions and records.

Another outstanding piece of investigation is now in progress at the University of Washington in Seattle. Through extensive research they are developing a method that they hope will help students select college courses in which they have the best chance for success. The results to date are based on research concerning more than 10,000 University students, conducted during the past 25 years. This problem is yet in a developmental stage, and they wish to wait until after a full year of experience with its effectiveness among high schools of the State of Washington before making any authoritative reports on its utilization, either locally or in a larger region of the country. This is an experiment which will bear close watching by all of you who are in any way responsible for helping high school graduates make the right choice of a college.

RETIREMENT PLANS

Making the most of college is, of course, up to the individual young man or young woman. Since my retirement I have been acting as College Admissions Consultant to boys and girls in the tenth and eleventh grades. This service does not in any way take the place of the college counseling in the high school but merely supplements that counseling for those who care to come to my office for advice. This service is sponsored by the Ann Arbor Federal Savings and Loan Association where I have been Vice-President and Chairman of the Board

since 1939. The Association provides the office and equipment, and the service is offered without charge. This consultation service has been gratefully received by the large number of students and parents who have called, and it has also been gratifying to me.

Ladies and gentlemen of AACRAO, I finish as I started. You are serving your institution in a position which I have found to be most challenging, most demanding, and probably most rewarding (not financially) of all educational work. We have dealt and are dealing intimately with young men and women who will long remember any kindnesses which may be extended to them. In this service you show the highest mark of professional competence. Your attendance here at this annual meeting and your active participation will gain for you a "something" which is not easily explained, but is definitely there, and will become effective by your quiet walk and talk and example. My sincere best wishes to every one of you.

Summarization of Panel Discussions

OLIVER W. WAGNER, *General Chairman*

Panel I: Manuals of Office Procedure

THE THEME of the discussion in the panel could well be stated: "It is expensive not to have one."

A volume of standing instructions, in writing, to guide employees in handling recurring situations serves a number of important purposes. The more often changes occur in personnel, the more vital are such instructions. An office manual provides a staff member with information as to what is expected of him and how his work is to be done. It gives him a better understanding of his relationship with the organization. In placing responsibility in the performance of duties, it tends to reduce errors, eliminates overlapping functions and needless duplication of work. It provides continuity of practice in spite of changes in office personnel and eliminates unnecessary and repeated inquiries. An office manual also provides an opportunity to record situations as they occur and aids periodic analysis of procedures.

A manual is not intended to be a substitute for formal training for new employees. It is rather a valuable aid insuring the coverage of all pertinent points and providing a reference for future use. It is of particular value when the press of duties prevents the supervisor from giving as detailed personal instructions as might be desirable.

Admissions and records offices should always express the spirit and purpose of their institution. Their service responsibilities to students must be strongly emphasized both in a manual and in actual practice.

Some of the values and uses of a manual are:

1. It develops an *esprit de corps*. The writing of a manual should originate with the office personnel. This provides an opportunity for self-evaluation and for the building of enthusiasm and understanding.
2. It encourages work analysis and simplification and tends to eliminate contradictions and outmoded techniques.
3. It permits a constant review of policies and activities.
4. It helps in the orientation and training of new employees and in the in-service training and professional growth of the entire staff.
5. It aids in bringing about compliance with and understanding of rules, regulations, and policies.

Before starting a manual of office procedures, it would be wise to review carefully the AACRAO handbook, *Policies and Procedures*, especially sections on duties and responsibilities (Bw 1), the organization of the office (Bb 2), and the numerous references which are listed.

An office manual might be organized under the following headings:

- I. Introduction.
 1. Organization of the office.
 2. Institutional and office policies.
 3. Institution-employee relationships.
- II. Areas of Responsibility.
 1. Admissions and advanced standing.
 2. Registration and enrollment.
 3. Fee assessments and adjustments.
 4. Academic accounting and records.
 5. Reports, duplication, and certification of records.
 6. Probation, suspension, and scholarship services.
 7. Graduation.
 8. Personnel services.
 9. Information services and student contacts.
 10. Statistical analyses and reports.
 11. Bulletins, catalogues, and editorial services.
 12. Committee responsibilities and faculty minutes and actions.
- III. Intra-office Services.
 1. Communications and secretarial services.
 2. Employee management.
 3. Filing.
 4. Supplies and supply control.
- IV. Index.

Suggestions for its arrangement and appearance:

1. Use a standard hinged, three-ring, loose-leaf, hard-cover binder for $8\frac{1}{2} \times 11$ inch paper.
2. Follow a consistent styling in preparing the contents.
3. Use a modified outline form rather than strictly narrative or strictly outline; prevent narration wherever possible.
4. Use simple words and sentences.
5. Define terms peculiar to your office.
6. Use underlining and capitals only for special emphasis.
7. Date the publication and all supplements.

8. Use a cross reference to indicate portions that are related with other sections.

It was of interest to note that of the approximately seventy persons attending this session, twenty-six reported their institutions used such a manual. It was suggested that in the organization of the program for next year some attention should be given to an opportunity to discuss the problem of writing communications and sections for manuals so that those experienced in such procedures might lend their experience to others having difficulties.

PANEL MEMBERS

JOHN E. FELLOWS, *Chairman*, University of Oklahoma
GUY H. THOMPSON, *Recorder*, Southwest Missouri State College
EMMA E. DETERS, University of Buffalo
D. T. ORDEMAN, Oregon State College
STANLEY A. WARD, University of Michigan

Panel II: Preregistration

WHAT are the basic elements of preregistration? Is it flexible and adaptable to small colleges, large universities, or both? Is it of value to both the small college and the large university? These and many other questions were answered by the members of the Panel on Preregistration.

The primary objective of preregistration is to set up a system that will cut down the time spent at registration. The improvement of the registration procedure at the beginning of the semester or term serves to relieve faculty members of extra duties, shorten or eliminate waiting in line, and cut down on schedule difficulties at the beginning of the teaching period. It also has the effect of enabling the college to register larger enrollments with comparative ease and to do much better advance planning. This point is important in view of the predicted increase of students in many colleges.

Preregistration can be adapted to fit any college or university setup. It can be varied to meet many situations; it can be used in conjunction with machine operation or not; and it will work equally well with prescribed or elective curricula even within the same institution.

A very important first step is to have the understanding and the co-operation of the president and faculty. Just as airlines and hotels require reservations so that their services may be efficiently co-ordinated, so preregistration can provide efficient registration for the college. Ninety per cent of the registration at Oklahoma Agricultural and Mechanical College is completed before registration day.

Preregistration, however, is not needed by every college; it does not solve all problems. To change existing registration procedures can be time-consuming and expensive. The University of Iowa is satisfied with its present procedures of registering immediately before the semester with a flow of 700 students an hour. The registration period covers all day Monday, half a day Tuesday and Wednesday. Classes begin on Thursday.

Since preregistration refers to doing things before the time which has previously been considered the normal registration time, it need not mean exactly the same thing in all schools, and it is not necessary that the same procedures and materials be used in all schools.

The most important primary factor is co-operation between the faculty, administrative staff, and advisers. In order to initiate such a program early planning by departments and staff regarding offerings, size of sections, and section times is necessary.

This information must be announced sufficiently early to be included in catalogues or published schedules for use by advisers and others. This is probably the most important and most difficult part of early planning. Reasonable adherence to these announced schedules is necessary.

In any school, regardless of size, it seems reasonable to think that anything that could be done early, before the beginning of the new semester, would be to the good. In the medium-sized school, however, and the large one, too, the more important value of preregistration may be found in the fact that it makes available information concerning the demand for classes, so that arrangements concerning numbers of sections and instructors may be cleared before the new session opens.

The specific accomplishments of preregistration can be:

1. The preregistration procedure spread over a longer period of time shortens the registration time and makes it easier to handle.
2. It permits advance notice of needs not anticipated and allows time

to make the necessary adjustments. These include adjustments in teaching staff, space utilization, and course offerings.

3. Instructing staff is released from clerical duties at registration time. This work can then be accomplished by a small clerical group because of the preliminary work accomplished during preregistration.
4. Section control and adjustment of sections prior to start of classes is permitted.
5. The teaching load among the available staff can be adjusted and equalized and extra instructors can be hired if necessary. Advance notice by way of typed or machine lists can be distributed. These can be in alphabetical or any desired order.
6. Revisions of the schedule can be made between preregistration and registration. Sections can be added or eliminated according to need. An advantage of a May preregistration for September enrollment is that the student is on hand and may be called in for consultation on changes. He presents in May an adviser-approved schedule for the coming September semester. This is complete as to time and program.

The extended time gained by preregistration gives the college adviser an advantage. His assistance can be less hurried and several consultations with the student can be arranged if necessary.

Reservation of his place in class means that the student is removed from the "early bird" classification on registration day. With the idea that the reservation of places in class is an immediate object of preregistration, we have two items to consider:

1. The student's schedule, from which we know which classes he wishes to enter.
2. The available places in class.

With this advance notice the college or university is more likely to be able to provide what is desired.

Suggested ideas for a preregistration system:

I. Basis for reservation of places in class may vary:

A. The student's schedule may be prepared in several ways:

1. By student.
2. By student with adviser's approval.
3. By faculty or administration as a predetermined program.
4. With some class hours indicated by the student; others, assigned by the registrar's office.

B. The class card may be available on at least two plans:

1. First come, first served.

2. With main emphasis placed on equalizing the sections.
- II. Time of reservation of class cards may vary:
 - A. Student may be present—across counter.
 - B. Student may submit schedule directly to registrar's office for cards to be reserved later.
 - C. Student may submit schedule by mail.
 - D. Student may submit schedule to dean of his college, who in turn submits it to registrar's office.
- III. Means of reserving places in classes may vary:
 - A. Reservation may be made by pulling class cards.
 - B. Reservation may be made by tallying.
 - C. Reservation may be made by section control sheets.
- IV. Sectioning may be the responsibility of various offices:
 - A. In small or medium sized institutions this may be in the registrar's office.
 - B. In a larger university, it might be in office of dean of the college involved.
 - C. Department head might be responsible for sectioning in classes within his department.
- V. Preregistration may include varied duties for students:
 - A. Presentation of schedule might be student's only responsibility.
 - B. Completion of additional cards might be involved.
 - C. Payment of fees might be included.

A lively question and answer period covered retiming of schedules, various methods of section control, the handling of drop-out and program changes. It was pointed out that drop-outs and program changes occur whether or not the institution uses preregistration. Preregistration in most institutions does not eliminate registration day or days. It does shorten the registration procedure.

At the close of the question period, William C. Pomeroy, Registrar at the University of California at Los Angeles, described that institution's plan of mail preregistration.

PANEL MEMBERS

ROBERT E. MAHN, *Chairman*, Ohio University
ELIZABETH HANES, *Recorder*, California Institute of Technology
MAXINE ENTWHISTLE, Northern Illinois State College
RAYMOND GIROD, Oklahoma Agricultural and Mechanical College
TED MCCARREL, The State University of Iowa
DAVID A. WARREN, Cornell University

Panel III: Analysis and Design of Office Forms

THE ORGANIZED application of common sense to the problem presented by forms was given two main directions in the panel discussion. The first was authorship, or what goes onto the form; and the second, design, or how that information goes onto the form.

By virtually unanimous vote of those attending the panel discussion, the Committee on Office Forms was encouraged in thinking that the members of AACRAO would be greatly interested in a booklet which would contain possibly idealized samples of each of the eight basic forms for a registrar's office.

Forms were defined as "blank spaces for variable data." They constitute the basis of the registrar's work. Nothing much happens except to or by pieces of paper in the registrar's office. There is a positive relationship between form and function.

A procedure chart was recommended by which to study the flow of pieces of paper and what happens to them, when, why, and how. If there is no good reason for something to happen, there should be no form; only useful information should be written down; and only those who need it should receive it. Recipients of forms might be asked the following questions: Is this report required? How will it be used? What additional information do you want? How would you use the additional information? One of the results of this kind of questioning might be the combining of numerous forms, resulting in lower printing costs, less filing, and less processing. Sometimes, however, two simple forms may be better than one complicated form.

One should design forms to create a favorable mental attitude on the part of those using them. Good form design affords the easiest method of entering data and later of using them. It should reduce errors. The form title should be printed on all forms for identification.

Two kinds of instructions may be required: how the form is to be filled out, and the routing of the form after it is filled out. The sequence of entries where information is taken from one form and entered on another should be the same on both forms. Provisions should be made for the typing to proceed in a horizontal sequence on as few vertical lines as possible. Weights and grades of paper should be determined by the handling, filing, and routing of the form. The most important factors to be considered are permanency, durability,

writing qualities, and erasing qualities. The form should fit standard housing units such as filing cabinets or loose-leaf binders. Possible reproduction methods also should be considered.

The registrar must always design his own forms. He will obtain very little help from printers, as a rule. "We must be the ones to decide for the printer, and not have him make the decisions for us." Every designer of a form should fill in a few of his own forms himself before sending them to the printer. A tryout on persons in the office often would produce unexpected results. To find out which way the grain of the paper should go, make a tryout of the form and the kind of paper upon which it will be printed.

To illustrate the procedural and equipment limitations of forms, William Carmichael presented a case history of the change of one institution from the use of no machines at all to a considerable amount of machine work. When all the work at his institution was done by hand and students filled out numerous parts of a long series of forms at leisure, he said, "we were well into the term before we found out who was in school." After machines came into general usage, the whole work of the office was greatly simplified. No forms are now filled out by the student except one listing the name, address, and possibly a marital status change. The entire process usually consumes a few minutes.

In looking forward to a production by the Forms Committee of something very like "a basic guide to forms needed in academic accounting," Ellsworth Gerritz introduced the concept of degrees of freedom. These are self-imposed restrictions which a registrar brings upon himself by his uses of forms and arise from size, kind of paper, kind of reproduction possibilities, and other items of authorship and design. "Each time you install one of these forms of reproduction you reduce your degrees of freedom." A card which will work for IBM and then fold properly for use in a Kardex file reduces severely the degrees of freedom for that form. Ultimately this restriction of freedom goes as far as compulsion to hire only right-handed girls because left-handed girls cannot handle equipment designed for right-handed usage.

There was agreement in the open discussion which followed that the worst approach in designing any form is to copy the form that has been used by some other registrar, and that more thought should be given to the information which is essential. Eight kinds of forms

are basic to all registrars: 1. Application for Admission, 2. Permit to Register, 3. Registration Program Card, 4. Instructor's Class List, 5. Semester Grade Report, 6. Change of Grade, 7. Permanent Record, and 8. Graduation Certificate.

PANEL MEMBERS

ELLSWORTH M. GERRITZ, *Chairman*, Kansas State College
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WILLIAM L. CARMICHAEL, Georgia Institute of Technology
JOHN A. DUNLOP, Rensselaer Polytechnic Institute
JACK N. WILLIAMS, Creighton University

Panel IV: Utilization of Institutional Space

ALBERT F. SCRIBNER opened the program with a brief history of the AACRAO study of institutional space which developed as a result of the feeling that the Association has an obligation to higher education to help solve the problem of providing adequate space for greatly increased numbers of young people in our colleges and universities in the years immediately ahead. The first step toward fulfilling this obligation was a meeting called April 7, 1955, with the following consultants in attendance: Ernest Hollis, Chief of College Administration, U.S. Office of Education; Floyd Reeves, Administrative Consultant to the President of Michigan State College; Donovan Smith, Principal Planning Analyst, University of California, Berkeley; and Richard H. Sullivan, Executive Vice-President and Treasurer, The Educational Testing Service. These consultants urged that AACRAO undertake the preparation of a publication to assist educational institutions to study the use of their existing space. The Committee made preliminary plans to prepare such a publication, using only the resources of AACRAO.

Early this year, Ernest Hollis, Theodore Distler, of the Association of American Colleges, and Arthur Adams, of the American Council on Education, encouraged the Committee to extend the scope of the proposed study and reduce the amount of time for preparation. They suggested that an experienced director be employed to conduct the study and encouraged the committee to request a grant from a foundation to assist in financing it. This has been done. The

fund for the Advancement of Education has approved a grant of \$14,800 and Dr. John Dale Russell, Chancellor and Executive Secretary of the Board of Educational Finance, State of New Mexico, has been secured to direct the study.

Donovan Smith discussed the fallacies of conventional measurements of space utilization, which are:

1. Computation or estimation of an institution's student capacity on the basis only of the possible utilization of its instructional rooms when, actually, instructional rooms constitute a relatively small part of the total physical plant of a college or university (often less than a fourth and rarely as much as a half).
2. Use of percentages as a measurement of utilization when 100 per cent is not attainable.
3. Measurement of only station utilization without examining the two independent factors: the number of class-hours in relation to the number of rooms, and the size of classes in relation to the capacity of the rooms.
4. Relating class size to room capacity in terms of the number of student stations without examining the number of stations in relation to the floor area.
5. Ignoring of the extremely limited interchangeability of laboratories: that is, the fallacy of measuring laboratory utilization without taking subject matter differences into account.
6. Tabulation of the numbers and sizes of classes, and relating those figures to the numbers and sizes of rooms, without eliminating the errors introduced by the common practice in class records of reporting a single class as separate subgroups under two or more course numbers, and even under two or more departments or subject matter names.
7. The assumption that instructions will be followed by those who submit the raw data for a utilization study.

Clarence Dammon stated that central management of space is most desirable in a large university. He listed the five important elements of a central management as: effective communications; comprehensive and intelligent understanding of the current physical facilities; a solid concept of educational logistics (the mathematics of supply and distribution involving students, staff, and space); maintenance of uniform policies and standards, and of a continuing evaluation of what is done.

"In the face of impending conditions," he said, "it is a question of

how long higher education can live with many of the sacred cows that have long chewed their cud in the academic pasture, and to what degree we can achieve within the academic situation the fundamentals of good management that are recognized and accepted in any organizational operation. We might identify some of those sacred cows: the student should have his choice of instructor; the student should have the schedule he desires; the five-day week is preferable; no classes after 2 or 3 p.m.; laboratories in the afternoon; departments should have the say as to when they teach; the room belongs to the professor; the building belongs to the department or special area. How much longer can we afford the luxury of indulging in these concepts that are completely frustrating to any efforts to achieve effective and efficient management of space and instruction? New dimensions of our educational logistics are a real challenge to colleges and universities to demonstrate some of the fundamentals of good management that they have long dispensed to their graduates for use in business and industry."

Kermit Smith discussed methods of scheduling, among which are:

1. The extension of the length of the class day to include the noon hour and late afternoon and evening hours. Without using evening hours, two-hour laboratory periods can be increased from four to five each day; three-hour periods can be increased from two to three a day. Likewise, single-hour periods can be increased to nine or even more if evening hours are utilized.
2. Better utilization can be realized by scheduling classes which normally meet three single fifty-minute periods a week for two seventy-five-minute periods a week.
3. Four-credit nonlaboratory classes which meet four fifty-minute periods a week can be scheduled in a pattern which leaves a different day of the week open; it is then possible to schedule every fifth section at each hour in the rooms left open in the four other sections.

He advocated central management of classroom assignment, provided adequate communications are developed, and discussed a survey of class sizes and normal room capacities to point out the disparity between the small classes being given and the number of small classrooms available. This highlighted the fact that the main point in future planning will be to determine the realistic class size in each field of instruction.

Linford Marquart listed space problems in National College of Education as:

1. Sharing of facilities by the College and a Children's School. In addition to the problem of physical facilities, some teachers are shared, and class periods in the two schools do not coincide.
2. The student teaching program beginning in the second semester of the sophomore year. It requires full half-days for nine weeks.
3. The tradition of two vacant periods each week to provide time for assemblies and student activities meetings.
4. Limitation of class size by departments.
5. Lack of classrooms of sufficient size to accommodate the large sections. It is necessary to crowd fifty students into rooms built thirty years ago to seat thirty-five.

About forty-five persons made up the audience; at least fifteen participated in the discussion. It was observed that the class day and week can be extended beyond eight hours a day and five days a week without extending any one professor's teaching schedule. Furthermore, a large number of extremely small sections causes a severe strain on physical facilities. Evening classes are readily elected by regular full-time resident students. Installation of folding partitions or movable metal partitions does not solve the problem of assignment of various sizes of classes. A better plan is to have an array of classrooms of different sizes. Multiple listing of courses causes considerable difficulty in studies of utilization.

PANEL MEMBERS

ALBERT F. SCRIBNER, *Chairman*, Valparaiso University

KERMIT SMITH, *Recorder*, Michigan State University

CLARENCE E. DAMMON, Purdue University

LINFORD A. MARQUART, National College of Education

DONOVAN E. SMITH, Planning Analyst, University of California,
and Member of the California and Western Conference Cost and
Statistical Study

Panel V: Implications of Impending Enrollment Pressures

FEW STUDENTS of higher education feel that there will not be some type of suitable facilities in 1960 or 1970. Construction will lag, but it will take place; readjustments in the utilization of space will

be painful, but they will occur; and new financial resources will be difficult to discover, but they will be found. There will still be the problem, though, of allocating what students to which colleges.

Many factors will enter into this problem of student distribution: institutional finances, alumni and legislative pressure, obligations to support political, civic, or religious groups, the educational philosophies of the various institutions, the varying prestige of the individual colleges. Despite these many complicating elements, the general pattern of the expansion which will occur seems fairly clear.

Some institutions, mostly private, will expand little if at all. The major contention of this group will be that they seek to provide a quality education, and that an increase in student population would only mean the dissipation of relatively stable endowment funds over a large group, and therefore the dilution of the quality of their education. There will also be the alumni attitude described by one panel speaker as: "That which we were was best; that which we are is doubtful; and that which we may become if we grow will be unacceptable."

Undoubtedly only a minority of our institutions believe in this philosophy or are in a financial position to subscribe to it. The vast majority will recognize the obligation and necessity of expansion, and will expand to the point of diminishing financial and educational returns. Most private colleges will reach this point first, because of the difficulty such institutions are currently discovering, and will find in the future, as they attempt to locate funds for expansion.

Public colleges will therefore of necessity be forced to absorb the largest portion of the influx of students. This absorption and the concomitant expansion of facilities will proceed at a hesitant pace at times, for though state legislatures and local taxing bodies have readier access to funds than most private boards of trustees, there is a lag between the need for these funds and their appropriation. Eventually various state institutions will become more selective in their admissions policy, depending upon the irregular student pressures for admission to the various types of institution. As one speaker put it, "if equal training facilities are available in more than one tax-supported college, is there any responsibility on the part of the state to extend unduly this training in one particular institution because of the preference of the applicant?" This will lead to the more "desirable" colleges becoming more selective. It will also result in greater

co-ordination of effort among institutions common to a particular political area.

The greatest expansion of facilities will most likely occur in local junior colleges, the level of ultimate democracy. Admissions policies will change but slightly here. In addition to two-year terminal education, these institutions will aid in the screening of students on the basis of motivation, emotional adjustment, and academic ability for the four-year colleges. Thus they can serve as something of a proving ground for the student of doubtful ability, the late starter, or the irregular student. To effect a smooth transition from junior colleges to four-year colleges, it will be incumbent upon junior colleges to provide better records of all types to the institutions selected by their graduates. In return the accepting institutions will need to place less emphasis upon course patterns or course names and more emphasis upon demonstrated ability.

When each college reaches the point at which the exercise of its current criteria for admission results in more applicants than it can accommodate, these criteria will need to be changed. The various categories into which these possible criteria fall are described in the accompanying paper.

Some Principles of Selective Admission

B. Alden Thresher

At the outset, we must remember that the student exercises fully as much selection as the college. The "great sorting" by which 600,000 high school graduates distribute themselves each year among some 1800 colleges and universities is a social process of great complexity. The veto which the college itself can exercise at the terminal point of this process is only one part of the process, but one which will be significant in the approaching era of overcrowding.

All admission is selective. The problem, then, is the choice of various criteria of student selection. Which of these are most useful in furthering the kind of intellectual, personal, and social development we seek in our society? It is a half truth to say that admission should be granted only to those who can "benefit" from a college education or who will be "successful" in college. Education exists for the public welfare, and the ultimate test occurs a generation after the student leaves college. Has the accepted student, in the thirty or forty

years following his graduation, made a more significant contribution to the life of his time and to the collective welfare of his fellow-citizens than would have been made by that other candidate who was refused admission in order to give him a place? This is the real test, and we shall not know how we are meeting it until we undertake carefully controlled, long-range studies designed to elicit the answer.

That the goal of education is a social one does not imply subordination of the individual to society. The goal presupposes, rather, the maximum possible development of each individual interacting with his social environment. "If no talent is wasted, no skill will be lacking." The real criteria of selective admission then are imponderable in character and delayed in time. They concern the development of personality and the values implied in our concept of the good society.

We can distinguish four broad categories of admissions criteria as follows: First, *arbitrary* criteria; second, *process* criteria; third, *capability* criteria; and fourth, *personality* criteria. This is a crude classification with a catchword attached to each class. Let me explain each one briefly.

Arbitrary criteria are those which grant a preference to, or impose a disability on members of some defined social group. I do not call these criteria "arbitrary" in any invidious sense; in fact, some arbitrary criteria may be entirely justified (such as for example, giving children of the taxpayers of a state preference over nonresidents, or, in a church-supported college, giving members of that church preference in admission). On the other hand, such criteria as race, national origin, or religion (in a context of nonsectarian schools) are difficult to defend. All arbitrary criteria, whether justifiable or not, have the effect of narrowing the social influences to which students are subjected, and so make for a degree of parochialism. In principle, a series of agreements between the states for an interchange of students in state-supported institutions might solve the taxpayer's problem and still permit a healthy diversity in the student population. Preferences to children of alumni are another form of arbitrary criterion, defensible under some conditions, but tending to cause inbreeding; these, like all other arbitrary methods, keep the average of student ability below the maximum level of which the institution is capable.

Second, what we may call *process* criteria (or perhaps, better, *retrospective* criteria) specify the kind of educational process to which the student has been exposed, regardless of his individual merits. Exam-

ples would be preferences or penalties attaching to the graduates of particular schools or categories of schools, or requirements that the candidate shall have completed specified courses—three years of French, or two years of algebra, and the like. All such arrangements look to the student's history, rather than to his ability or his future promise. They have at best only an indirect connection with the central problem of how effective he will later prove to be. Perhaps a candidate, refused because his school is not accredited, would have proved far superior to one whose acceptance was justified by the fact that his school had received an official blessing.

All required patterns of subject-matter preparation obviously belong in this group. Such patterns have real significance for certain purposes—they are of special importance in the areas of accumulative knowledge, particularly the natural sciences and mathematics. Yet, in our general hierarchy of criteria, they must take second place to those which deal with individual excellence.

Third, we have criteria which involve actual and present *capabilities* on the part of the individual student to perform specified tasks or to cope with problems or projects. Virtually all tests fall in this group. Since intellectual values have a preferred place in higher education, tests are chosen which sample abilities primarily intellectual in nature. In tests, the element of arbitrariness is sharply reduced; measurement deals with definable abilities of a single individual and so comes one step nearer to predicting future performance than do process criteria.

The validity of tests depends in part on the relative narrowness or breadth of the task which the test seeks to sample. The narrower the task, the more appropriate are exact score measurements. It is reasonable to denote by a number one's batting average, or even one's mastery of trigonometry or Latin. A numerical score becomes much more dubious, however, if the task is to write a sonnet, manage an enterprise, or win an election—all of them things which our students will some day be doing. In other words, tests of capability yielding numerical scores are more appropriate for simpler tasks, but less valid as predictors of effective behavior in complex situations.

In an intermediate position between retrospective criteria and capability criteria are school marks and class ranks of all kinds. While they depict the past rather than the present, they tell what a student, as an individual, has achieved, and, by extension, what he may later

achieve. They also embody an *effort* component, of great value, which tests do not have.

Finally we come to *personality* factors, questions of how to appraise and predict motivation, vital energy, adaptability, emotional health, and the ability to work with others. Little is known quantitatively about these matters which lie on the outer fringes of present-day knowledge. The study of nonintellective and emotional factors in personality is still in its infancy. These problems, refractory as they are to organized investigation, may turn out to be the most intimately related of all our criteria to the future social effectiveness of the individual. It may well be that these intangibles of personality and energy, which eventually we may learn how to appraise, will become our main reliance for identifying the student of exceptional potential. A generation hence, admissions officers may be talking much more in the language of the clinical psychologist than today.

I would submit as a basic theorem the proposition that an enlightened admissions policy should move, so far as is practicable and feasible, away from criteria at the top of this list toward criteria lower down; away from arbitrary criteria toward those which look to the individual; away from retrospective criteria to those denoting capability; and, when our knowledge permits, away from tests of solely intellectual capacity toward the areas of energy and motivation which go to the heart of the problem.

For the time being, most of us in our struggles with practical admissions problems will be using a mixture of criteria from all these levels. We can, however, recognize that the trend I have indicated is already occurring. I believe that the evolution of college admissions has been and will continue to be in a direction away from the more primitive criteria which head this list (and which, incidentally, are easier to apply) toward those farther down the list which become progressively more complex and difficult to administer, but which increasingly recognize individual talents and individual promise. Such criteria point in the ultimate direction to which admissions people should be looking—the development and the social effectiveness of the coming generation.

A considerable amount of the group discussion hinged upon this point, with several members of the audience taking issue with the goal and also doubting its susceptibility to measurement. There

seemed to be a general inclination toward the belief that much of this increased selection will be accomplished by means of more rigorous and intelligent application of the basic current criteria of high school performance and ability tests.

A final warning was added that as institutions become more selective, personnel services can not be allowed to become understaffed just because students are expendable; the irregular student—be he a transfer student, a part-time student, a foreign student, or an out-of-state student—should not be discriminated against just because colleges can afford to do without him; and colleges should not hold to the grading distribution of the past and thus do an injustice to their more select student body.

PANEL MEMBERS

PAUL L. TRUMP, *Chairman*, University of Wisconsin

RICHARD AXEN, *Recorder*, University of Kansas City

O. W. HASCALL, University of Colorado

ROBERT H. PLUMMER, Flint Junior College

H. J. SHEFFIELD, University of Southern California

W. B. SHIPP, University of Texas

B. ALDEN THRESHER, Massachusetts Institute of Technology

Panel VI: Action Programs in High School-College Relations

DURING the past year a questionnaire entitled "Implications of Impending Enrollment Pressure" was sent to member colleges for use in panel discussions at the Annual Meeting. Those who answered agreed that student housing will be the most restrictive factor from 1960 to 1965, with inadequate physical plant and staff next. Most colleges would like the many testing programs unified. Eighty-seven per cent of the institutions replying participate in college day or college night programs, and thought that they could be improved for students and college representatives alike. There was about an equal division on provisional acceptance of students on the basis of six semesters of high school work, and on granting advanced standing for high school work.

A report was given on work in Texas, where the size of the state

makes difficult communicating from one organization to another. There are area workshops to familiarize secondary school counselors and administrators with Texas colleges, and to help develop more uniform policies in reporting grades back to high schools, in reporting personal matters to colleges, and on timing applications for admission. The work is to continue.

In Michigan college-sponsored high school days have brought problems to high schools, with the result that high school and college representatives have met to establish guiding principles for such activities. They will meet again. The Executive Secretary of the Michigan Secondary School Association is preparing a list of all college-sponsored high school activities, to be published each spring in the last MSSA Bulletin, making it possible for principals to plan for the coming school year. A copy of this guide may be obtained from Mr. Harold E. Jones, Principal, Mount Pleasant High School.

Indiana University has always allowed advanced standing by examination, but the program is unattractive to most entering freshmen. It is used mainly by mature people unable to get a suitable transcript, and by foreign students. There has been a continuous study by many departments in this area, and during the past year a plan was approved to apply to entering freshmen. The program has four parts: credit by local examination; credit by CEEB advanced placement tests; special sections and courses; and credit through speed-up courses. The program is designed to encourage high schools to offer better preparatory courses, and to encourage gifted students to complete a four-year program in high school with mounting interest.

In California, with eight University campuses, ten state colleges, sixty junior colleges, and forty private colleges, a program is needed to bring closer articulation between various units. Various committees have been at work, and meet together twice a year. The purposes of this meeting for articulation are to broaden mutual understanding of the functions and services of the various institutions; to confer on common educational problems; to assist in the smooth transfer of students; and to examine educational needs, especially in California.

Dr. Paul E. Elicker discussed school-college relations on the national level, expressing appreciation for the co-operative efforts of NASSP and AACRAO. He spoke of the two-day meeting of the Joint Committee in January, 1956, where unanimous agreement was reached on the statement that colleges should not admit students until

they have completed four years of high school, although advanced standing might be given to selected students on the basis of examinations. NASSP is interested in identifying gifted students, who should be encouraged to participate in scholarship programs if they have financial need. Follow-up reports from colleges are desirable, as is co-operation of state secondary school co-ordinators with state high school-college public relations committees. Dr. Elicker promised full co-operation by NASSP.

PANEL MEMBERS

CLAUDE SIMPSON, *Chairman*, State College of Washington

NEIL FREELAND, *Recorder*, Christian College

PAUL E. ELICKER, Executive Secretary, NASSP

HAROLD E. JONES, Principal, Mount Pleasant High School, Michigan

LEONARD G. NYSTROM, Southern Methodist University

WILLIAM H. STRAIN, Indiana University

KATHARINE WALKER, University of California at Los Angeles

Business Meetings

I. REPORT OF THE PRESIDENT

One year is a short time in the life of an organization. As each one picks up the reins, he tries to carry forward the philosophy and the work of the previous administration. This year I have tried to build our relations with other associations and establish contacts with new organizations with which we must work co-operatively if we are to accomplish our mission in higher education. We have established firm relations with the Graduate Deans, the Institute of International Education, the College Entrance Examination Board, and the National Association of Foreign Student Advisers through the Council on Foreign Student Credentials.

We were asked by the Institute of International Education to participate in the planning for the second conference on exchange of persons and also to consult with them and the foreign student advisers at a special conference held by the Immigration and Naturalization Service of the Department of Justice. For many years, the Institute looked to the foreign student advisers for their advice and counsel on matters relating to foreign students. They are recognizing increasingly the important role and contribution of the registrar and admissions officer in this important field. On Monday, Don Shank, who is the executive vice-president of the Institute, was here and held a meeting with some of our people and a group from the Foreign Student Advisers; and after the meeting he asked whether our Association would take over the project and make it a part of our Committee on Special Projects, so that there would be continuing action in the field of admission of foreign students in matters relating to other than credentials. I hope I am clear on that—to matters relating to other than credentials.

Now, the Institute has assumed the cost of preparing this Manual. They are paying the salary of Mrs. Sasnett, who is the editor of that particular publication, and they will pay for the cost of publication of the book. They have asked us to co-operate with them. We would be responsible only for continuing the publication, or continuing the work on the publication after it is finished, keeping it up to date.

That is one contribution to the Association that has been made by I.I.E. and we will of course receive credit for the publication.

Through the Committee on Space Utilization, we have established relations with the National Conference of Business Officers and with the Association of American Colleges. We look forward to a cementing of these relations. Furthermore, because of the necessity to look elsewhere for the financing of these projects, we have established relations with the Fund for the Advancement of Education of the Carnegie Corporation of New York and the Rockefeller Foundation. The Fund for the Advancement of Education has allocated \$14,800 for the preparation and distribution of a manual on space utilization, which we expect to complete in a six-month period. The Carnegie Corporation of New York and the Rockefeller Foundation have received applications for assistance for the Foreign Student Evaluation project. This is the evaluation of foreign student credentials and does not have anything to do with the one that I mentioned a minute ago. Dr. Spindt, Mr. Shank, and I were well received by both of these groups and they indicated that they will let us know by June whether they can help us. We have requested \$25,000 for one year, with the understanding that it might take as much as three years to complete the project. We had high hopes for a favorable answer after leaving the conference. Before we went, they knew a little about the Association, and were much impressed and interested in our publications and the work we are doing.

It has become increasingly evident that if we are to continue to expand our influence in higher education, it will be necessary for us to increase our dues. The Committee on Constitution and Bylaws, as well as the Executive Committee, has studied this matter carefully and has recommended that the amendment to the Bylaws presented last year be brought from the table and that it be passed by the Association. The Association must determine at this meeting whether the Executive Committee should move forward and expand its program or whether we must retrench. At the end of this year it is estimated that the reserve will have diminished to \$16,000. This has been further reduced since I wrote this by the acceptance of the grant from the Fund. In order to get that grant, it was necessary for us to put in approximately twenty-five per cent of the total cost, and we have done that. That has been taken from the reserve by the Executive Committee at this meeting. Requests for next year indicate a further reduction of \$12,000 in the reserve if the program as planned goes through without an increase in dues. Even though we receive aid

from the foundations, it is expected that the Association itself will make some contribution toward the total expenditure. I went over there with the idea that we might get something without making any contribution ourselves, but we soon found that that wasn't possible.

During the past year, the program for visitation of national officers or representatives of the Association at regional meetings has expanded so that a great majority of the regional groups have been accommodated. This year we were requested to participate in the planning by the Institute of International Education and the American Council on Education. We were asked to take part in the Deans of Students' program this past summer, and a similar request has already been received for this year. We have a golden opportunity at that meeting. They have asked us to come and tell them what we think of them. Some other organizations have also asked us to participate. If we are to send the people who should represent us at these meetings, rather than someone close by, additional funds are necessary. During the year, I have been much impressed by the requests from other organizations for the opinion of our Association on important matters. We should and must take our rightful place in deliberations on educational matters at home, and the Association has similar duties to perform at the national level. In the same way that other organizations have sought advice and counsel from us, your officers have sought advice and counsel from other associations. This can best be done through face-to-face conferences.

In order to streamline the organization to fulfill the many functions which we are now called upon to perform, the Committee on Evaluation and Standards presented a report on reorganization, which was studied by the Executive Committee and modified in a few respects by them. This report is to be presented at this meeting for your action. It will not only streamline the organization but it will also allow for more democratic procedures in the election of officers and for more continuity in the work of the committees.

Your Association was represented at 21 educational meetings and participated in 14 convocations and inaugurations of college presidents this year. In addition, we conferred with the foundations I have already mentioned and with officers of other associations in making plans for carrying through special projects, and with the United States Office of Education and the American Council on Education and the Association of American Colleges.

This has been a busy year for me and for your committees and your officers. We appreciate the co-operation of the many persons who have been involved in the work of the Association.

Respectfully submitted,

JOHN M. RHODS

II. AMENDMENT TO BYLAWS

An amendment to Article I, Section 1 of the Bylaws was tabled at the Annual Meeting in 1955. By vote of the Meeting, it was brought from the table and presented for adoption. The amendment reads:

The annual institutional membership fee shall be \$25.00. For each additional membership from a member institution, the fee shall be \$10.00. Each membership fee shall include a subscription to COLLEGE AND UNIVERSITY and one copy each of other publications of the Association.

This amendment was adopted by vote of the Meeting, in accordance with Article VII of the Bylaws.

III. REPORT OF THE COMMITTEE ON CONSTITUTION AND BYLAWS

Proposed Changes in the Structure of the AACRAO Organization

Several years ago the Committee on Evaluation and Standards of AACRAO was instructed to study the structure of the Association's organization. A Subcommittee on Reorganization was appointed by the Evaluation and Standards Committee. This Subcommittee met many times and submitted numerous reports to the Evaluation and Standards Committee and to the Executive Committee of the Association. Its task was completed when its final report was submitted to the executive committee in October of 1955.

In attempting its evaluation of the Association's structure, the Subcommittee and the Evaluation and Standards Committee made this assumption: "The Association should be organized so as to meet the needs of its constituents by advancing and professionalizing the officers of admissions, registration, and records, and through this activity help to promote the advancement of higher education. The basic principles governing the decisions of the committee are that the Association should continue to be governed by elected officers of staggered terms, that opportunity should be provided for all consti-

uent members to have some voice in the affairs of the Association and to be encouraged to participate and make contributions which will render the Association more highly effective in the discharge of its obligations."

The report of the Subcommittee was considered and certain parts adopted by the Executive Committee during its meeting in Detroit the last of October. The Executive Committee's report on reorganization, adopted October 31, 1955, was then given to the Committee on Constitution and Bylaws to be arranged properly for incorporation in the Constitution and Bylaws of the Association.

The Executive Committee's proposed changes will:

1. Change the title of First Vice-President to President-Elect.
2. Make the Chairman of the Committee on Special Projects the Vice-President in Charge of Professional Activities.
3. Extend the Second Vice-President's duties and change the title to Vice-President in Charge of Regional Associations and Membership Promotion.
4. Place two Members-at-Large on the Executive Committee.
5. Change certain terms of office.
6. Provide for an elected Committee on Nominations and Elections.
7. Change the membership of the Executive Committee from nine to ten.
8. Reorganize committee structure.
9. Recognize the desirability of a policy of rotation in office.
10. Establish terms of office on a staggered schedule to provide for continuity on the Executive Committee.

You may be aided in your study of the proposed resolution by referring to the Constitution and Bylaws of the Association in the January and July 1954 issues of *COLLEGE AND UNIVERSITY*.

In order to place the final proposal of the Executive Committee in regard to suggested reorganization of the Association before the membership as required by Article V of the Constitution, the following resolution is submitted:

Be it resolved that Article IV of the Constitution be stricken out in its entirety and the following new Article IV be substituted therefor:

ARTICLE IV. *Officers*

SECTION I. The officers of the Association shall be a president, a president-elect, a vice-president in charge of professional activities, a vice-

president in charge of regional associations and membership promotion, a secretary, a treasurer, an editor of COLLEGE AND UNIVERSITY, and two executive committee members-at-large.

SECTION II. The officers named in Section I, together with the immediate past president, shall constitute an executive committee, with power to fix the time and place of the annual meetings as provided in the bylaws, and to make necessary arrangements. The executive committee shall conduct the business of the Association in the period between the annual meetings.

SECTION III. Should any annual meeting be omitted, or the time for it be changed, the time between two consecutive meetings shall be counted as one year in the administration of the Association.

BYLAWS

Be it further resolved that the bylaws of the Association be amended as follows:

That Article III be stricken out and the following substituted therefor:

ARTICLE III. *Election, Term of Office, and Duties of Officers*

SECTION I. PRESIDENT—The president shall assume office after serving as president-elect. The president shall preside at all meetings of the Association at which he is present, shall act as chairman of the executive committee, and shall be in full charge of operations as well as responsible for supervision of all assigned and delegated duties.

SECTION II. PRESIDENT-ELECT—The president-elect shall be elected by ballot at the annual meeting, a majority vote of those present and voting being necessary to elect. He shall be chief assistant to the president; in charge of the annual meeting programs; liaison officer between annual meeting arrangements chairman and his committees and the executive committee. He shall become president at the end of his term as president-elect. He shall succeed to the presidency in case that office becomes vacant, and in that circumstance shall be eligible in the following year for a full term as president in the year for which originally elected.

SECTION III. VICE-PRESIDENT IN CHARGE OF PROFESSIONAL ACTIVITIES—The vice-president in charge of professional activities shall be elected by ballot at the annual meeting, a majority vote of those present and voting being necessary to elect. He shall be elected for a term of three years and may succeed himself for one additional term. He shall supervise any special projects referred to him by the Association; co-ordinate the Association's activities with those of other groups or individuals in educational research; collect and disseminate information concerning study

projects undertaken by various individuals. Previous experience on the executive committee or on the committee on special projects (professional activities) would be regarded as an essential prerequisite for this office.

SECTION IV. VICE-PRESIDENT IN CHARGE OF REGIONAL ASSOCIATIONS AND MEMBERSHIP PROMOTION—The vice-president in charge of regional associations and membership promotion shall be elected by ballot at the annual meeting, a majority vote of those present and voting being necessary to elect. He shall be elected for a term of three years and may not succeed himself. He shall advise and co-ordinate the work of the regional associations, and shall be responsible for extending the membership of the Association. Together with the president and the treasurer, he shall in doubtful cases determine eligibility for membership in the Association.

SECTION V. SECRETARY—The secretary shall be elected by ballot at the annual meeting, a majority vote of those present and voting being necessary to elect. He shall be elected for a term of three years and may not succeed himself. He shall be the custodian of the secretarial records of the Association and shall keep a cumulative index of the proceedings. He shall keep the minutes of the annual meeting and of the meetings of the executive committee.

SECTION VI. TREASURER—The treasurer shall be elected by ballot at the annual meeting, a majority vote of those present and voting being necessary to elect. He shall be elected for a term of three years and may succeed himself for one additional term. In addition to the usual duties of the office, he shall keep an accurate list of the members of the Association and collect the membership dues; bear sole responsibility for membership records and annual membership reports; and report changes in the membership list to the president, the vice-president in charge of regional associations and membership promotion, and editor. He shall secure the approval of the president on all bills before payment. He shall prepare informal financial statements for meetings of the executive committee. At the close of the fiscal year, he shall make a complete financial report, audited by a certified public accountant, to be presented to the executive committee for publication in the next issue of *COLLEGE AND UNIVERSITY*. The treasurer shall be bonded in an amount decided by the executive committee.

SECTION VII. EDITOR—The editor of *COLLEGE AND UNIVERSITY* shall be appointed by and responsible to the executive committee for a three-year term. He is eligible for reappointment. He shall edit, publish, and distribute *COLLEGE AND UNIVERSITY*.

SECTION VIII. EXECUTIVE COMMITTEE MEMBERS-AT-LARGE—Two members-at-large (one to be elected each year) shall be elected by ballot at the annual meeting, a majority vote of those present and voting

being necessary to elect. They shall serve on the executive committee for a term of two years, and may not succeed themselves. They shall perform such duties as shall be assigned to them by the president.

SECTION IX. With the exception of the treasurer, the elected officers shall hold office from the adjournment of the meeting at which they are elected until the adjournment of the meeting at which their successors are elected. The treasurer shall hold office from the beginning of the fiscal year following his election until the close of the fiscal year in which his successor is elected. The editor shall begin his term of office with the Autumn issue of COLLEGE AND UNIVERSITY and shall hold office until his successor is named.

SECTION X. The executive committee shall have authority between annual meetings to fill any vacancy not otherwise provided for.

Be it further resolved that Article V be stricken out and the following substituted therefor:

ARTICLE V—Committees

SECTION 1. The following standing committees, with the exception of the committee on nominations and elections, shall be appointed by the president with the approval of the executive committee. Unless otherwise specified, the members of the standing committees shall serve for a period of one year, but may be reappointed for one or two additional terms. To insure continuity, not fewer than half of the incoming committee must be appointed from the outgoing committee. The committee members shall perform such duties as may be delegated to them by the president:

- I. ORGANIZATION (reporting to the executive committee through the president)
 1. Evaluation
 2. Constitution
- II. OPERATIONS (reporting to the executive committee through the president)
 1. Budget (past president, chairman, the president, the president-elect, and the treasurer)
 2. Public Relations
 3. Honorary membership (Association secretary as chairman)
 4. Resolutions
 5. Placement
 6. Nominations and elections (elected by voting membership)
- III. PROFESSIONAL ACTIVITIES (reporting to the executive committee through the vice-president in charge of professional activities).
 1. Steering Committee (vice-president in charge of professional activities, chairman)
 2. Special publications (vice-president in charge of professional activities and editor of COLLEGE AND UNIVERSITY as members, plus one appointed member as chairman)

Ad hoc committees may be authorized and appointed by the president and the executive committee on recommendations of the steering committee.

IV. ANNUAL MEETING PROGRAM (reporting to the executive committee through the president-elect).

1. Local arrangements (with as many subcommittees as needed)

SECTION 2. A. C. E. DELEGATES—The president and not more than five delegates appointed by the executive committee shall serve as liaison representatives with the American Council on Education.

SECTION 3. COUNCIL OF REGIONAL ASSOCIATIONS—The council shall be composed of one representative from each recognized regional association, chosen by the region represented. The vice-president in charge of regional associations and membership promotion shall serve as chairman of the council. The chairman of the committee on public relations shall be ex officio a member.

SECTION 4. Nothing in this article shall be construed as preventing the appointment of additional standing or special committees deemed necessary for the work of the Association.

SECTION 5. The editorial staff of COLLEGE AND UNIVERSITY shall consist of the editor and six or more associate editors appointed annually by the editor. The number of associate editors shall be fixed from time to time by the executive committee upon recommendation of the editor. The editor shall be responsible for the distribution of work among the associate editors.

SECTION 6. The president shall be ex officio a member of all committees except the committee on nominations and elections.

Be it further resolved that a new article, which shall be numbered Article VI, shall be included in the bylaws of the Association as follows:

ARTICLE VI—*Rotation of Terms*

SECTION 1. The principle of rotation is deemed desirable with regard both to terms of office and membership of committees.

SECTION 2. THE COMMITTEE ON NOMINATIONS AND ELECTIONS—The committee on nominations and elections shall consist of seven members, to be elected as follows:

In the first year after the adoption of this proposal, the executive committee shall recommend fourteen persons for the new committee on nominations and elections. Each voting member of the Association will be asked to vote for seven of the nominees. The two nominees receiving the highest number of votes will be elected for a two-year term; the five having the next highest number of votes, for a one-year term each. After the first year of operation, the slate will consist of ten nominees. Each voter will vote for the five nominees of his choice. The two with the highest number

of votes will be elected for a two-year term, and the next three for a one-year term. The committee on nominations and elections will nominate the officers for the following year and will also nominate the candidates for the new committee on nominations and elections. The Committee shall report to the Association on the second day of the Annual Meeting. At this time, opportunity shall be given for additional nominations from the floor. The convener of each newly elected committee on nominations and elections will be the retiring past-president and he shall call the committee together for the election of a chairman, before the adjournment of the annual meeting at which their election is announced. No member of the committee on nominations and elections may succeed himself.

SECTION 3. The election of the members of the committee on nominations and elections shall be by mail ballot, to be conducted by the committee on nominations and elections (except during the first year when the executive committee shall conduct the election in May, 1956), such ballot to be sent in the month of February to all voting members in good standing. A deadline for returns shall be thirty days after the date the ballots are mailed. No ballot postmarked after that time may be counted.

Be it further resolved that Article VI (fiscal year) be changed to Article VII (fiscal year), and that Article VII (amendments) be changed to Article VIII (amendments).

Be it further resolved that any and all provisions set forth herein become effective immediately upon adoption. In case the three-year term to which the chairmen of the committees on special projects and regional associations were appointed and are currently serving has not been completed, the chairman or chairmen so concerned will become vice-president in charge of professional activities (special projects chairman) and vice-president in charge of regional associations and membership promotion (regional associations chairman) until the end of the term in which they were serving at the time of the change.

Respectfully submitted,

PERCY F. CRANE
LEONARD G. NYSTROM
INEZ FRAYSETH
EUGENE MITTINGER
HATTIE JARMAN
ROY ARMSTRONG, *Chairman*

This report was adopted by vote of the Meeting, in accordance with Article V of the Constitution.

IV. REPORT OF THE NOMINATING COMMITTEE

You will remember the meeting of yesterday, in which you adopted

changes in the Constitution which affected the designation of officers. Your Nominating Committee has made a conscious effort to get a wide representation on your Executive Committee for next year and wide representation in your officers. We have tried to get a wide geographic distribution; we have tried to consider the responsibilities of other members of your Association, those who are responsible, for example, for the study of foreign student credentials, considering the area of the United States in which that work is being done, and the work now being done on space utilization. We have tried to get representatives from various types of schools, large and small, public and private. We have tried to get a wide representation in the nature of the positions held. Your Association is the Association of Registrars and Admissions Officers, and so a conscious effort has been made to get representatives from the field of admissions.

So, with all of these things in mind, your Nominating Committee presents the following slate of officers for the coming year:

First, Leonard Nystrom, Registrar of Southern Methodist University, Dallas, Texas, for the position of Member-at-Large on the Executive Committee for one year.

Then, Robert Hewes, Associate Registrar of Massachusetts Institute of Technology, as Member-at-Large on the Executive Committee for two years.

E. Vincent O'Brien, Director of Admissions and Records at Fordham University, has just completed most satisfactorily his first term as Treasurer. We recommend that he continue for a term of three years.

By your action yesterday, you have a Vice-President in Charge of Regional Associations, Clyde Vroman, Director of Admissions at the University of Michigan.

The other Vice-President, in Charge of Professional Activities, is Enock Dyrness, Registrar of Wheaton College, Wheaton, Illinois.

Your Committee recommends as President-Elect, Roy Armstrong, University of North Carolina, Chapel Hill.

Respectfully submitted,

WILLIAM F. ADAMS

ELLEN L. DEERING

ELWOOD C. KASTNER

GEORGE P. TUTTLE

RONALD B. THOMPSON, *Chairman*

The report of the Committee was adopted by unanimous vote.

V. REPORT OF THE COMMITTEE ON CO-OPERATION WITH GOVERNMENTAL AGENCIES

Because of the very nature of the work it is impossible to mention in a brief report all the activities of the Committee. The Committee has had one formal meeting since the last annual meeting of the Association. In addition, considerable correspondence has been carried on among the members of the Committee, and by your chairman with many members of the Association. On occasion, members of the Committee have met informally and have discussed items pertaining to the welfare of the Association.

We have made every effort to give answers to questions as they have been raised with our Committee. One of our big problems is to know how to communicate to the entire Association the specific actions of the Committee in such detail that they will be most meaningful. This report can at best be only a thumbnail sketch of the problems confronting your Committee and Governmental Agencies.

On April 2 and 3, 1956, we met in Washington with members of the staff of the Office of Higher Education, of the Department of Health, Education and Welfare. We regret that two members of our Committee, Mr. Kastner and Mr. Tuthill, were unable to be present. Mr. Tuttle and your chairman were in attendance. In addition Mr. Mahn was invited to attend because of his interest in work relating to the Committee. A large number of people from the Office of Education were present: Dr. Henry Armsby, Dr. Marjory Johnston, Dr. E. V. Hollis, Mr. Robert Iffert, Mrs. Theresa Wilkins, Dr. J. Harold Goldthorp, Dr. Harrington, Mr. Badger, Miss Margaret King, Mr. Emery Foster, Dr. H. S. Conrad, who served as chairman of the Committee, and Dr. Lloyd Blanch, Assistant Commissioner. Others in attendance were Lieutenant Colonel Prosser representing Selective Service, Dr. Nicholas Brown representing the American Council on Education, and Dr. Axst and Mr. Petersen from the National Science Foundation.

The Legislative Program

Dr. Blanch gave a rather comprehensive report on legislation now before Congress which is of interest to Higher Education. He said that the bill pertaining to School Construction which pertains primarily to elementary and secondary schools is having considerable difficulty chiefly because of the problem of segregation. Another bill which is of interest to all of us is getting necessary construction for

areas which are effected by federal projects. More than likely there will be no additional money available for this purpose—no new money.

Dr. Blauch informed us that there is considerable interest in Congress for Aid for the Mentally Retarded, indicating that grants to expand this work will likely have a good opportunity for favorable action. The purpose is to expand this work both in research and in securing satisfactory teachers. It now appears that institutions interested in these grants can apply for them, probably through their State Departments of Education.

Another item of interest to all of us is the fact that President Eisenhower recommended about a hundred per cent increase in the budget for the Office of Education. This proposal has had rather tough sledding in the House, but it appears that the Senate will be more favorable. They hope for at least a fifty per cent increase. If a substantial increase does come through, it will enable the Office of Education to undertake a great many things, and do more quickly a number of matters which have lagged in the past. They undoubtedly will be in a position to do more research either on their own or co-operatively with other agencies.

On school construction there is a discussion in Congress on what should be the rate of interest on borrowing money from the government on housing. The college and university people want it to remain at 2.75, whereas private industry would like to raise it considerably above three per cent. Dr. Blauch indicated that there are several bills before Congress pertaining to federal scholarships, but no one bill yet has been reported out of Committee. To enumerate the nature of these bills is far beyond the scope of this report. It should be added, however, that there is a great variety of thinking on just what should comprise a federal scholarship bill. He discussed at some length some of the proposals. It was brought out that the American Council on Education is now in the process of drawing up a statement of principles for scholarships.

After Dr. Blauch finished his report those present discussed at length the various points brought out by him.

Selective Service

Lieutenant Colonel Prosser represented General Hershey. He outlined briefly the situation with regard to Selective Service as it might

affect those desiring to enter college. The first problem is the order of selection, which has been changed somewhat in recent months. Since it seems that all of our members have received from Selective Service information about these points, it is not necessary to enumerate them here. One thing Lieutenant Colonel Prosser did say which is of interest to us is that those being taken in through Selective Service at the present time are around twenty-one or twenty-two years of age. This means that practically every student can, if he so desires, look forward to entering college and finishing before he is inducted into military service through Selective Service, even though his grade point average may not fall within the brackets given us some time ago. All of this, of course, is due to the fact that Selective Service meets its demands by volunteers.

Lieutenant Colonel Prosser did indicate that the new Reserve Bill can be very effective for students who want to join up under this plan and at the same time under a six months' period continue their college work. It appears that in many instances students can do their reserve work after the six months' period in co-operation with an ROTC unit. This enables the student to have no break in his college training after he has finished his first six months' program. Furthermore, those who are in scientific fields, also including medicine, dentistry, and the like, can join up with the Stand-by Reserve after their six months' period in the armed forces and carry on this work in college either as students or as professors in these particular areas.

Foreign Credentials

Dr. Johnston gave a splendid report on the evaluation of foreign credentials. Dr. Johnston works in the branch of the Division of Higher Education and is connected principally with Latin American countries. She mentioned the work of Dr. Herman Spindt's committee.

Dr. Johnston pointed out that one of the difficulties involved in evaluating foreign credentials is to get up-to-date information quickly into the hands of those who need information most. Tremendous changes are now going on in education in many foreign countries and thus emphasis has to be placed on knowing last minute changes in these countries. The next problem is to get the information in such shape that it will be meaningful and at the same time brief enough and clear enough to be usable to our fellow admissions officers.

It should be pointed out that the advisory service to the Veterans Administration is receiving a great deal of attention at the present time. This in particular pertains to the Veterans' Readjustment Assistance Act of 1952 (Public Law 550, 82nd Congress), whereby the Office of Education reviews the applications of foreign educational institutions to train veterans which have been submitted to the Veterans Administration, to determine whether the specific courses which such foreign institutions desire to offer to veterans are at a higher educational level.

Retention

Mr. Robert E. Iffert gave a report of our study on Retention which is a co-operative effort between AACRAO and the Division of Higher Education of the Office of Education. This study is now in its final stages. Each particular college has already received a copy of its own participation in the study. For further details on this Study we refer you to Mr. Iffert's report. It should be added that during the past year Mr. Iffert has been asked to appear before several educational organizations and give talks on our study on Retention. When it has been finished, it will be mailed to all colleges and universities in the country, possibly this coming November.

Cost of Attending College

Dr. Hollis gave a brief report on his recent study on the Cost of Attending College, a study with which many of us are already familiar. He hopes to have this report finished and mailed to all our colleges within two or three months. This study involves about 110 colleges and about 15,000 students. An attempt is made to show the educational costs on the one side and the living expenses on the other. Furthermore, he points out where the students get their money for going to college. Apparently it will be a very valuable study. Dr. Hollis touched on Space Utilization and the particular importance of this topic at the present time. He indicated that there is considerable interest in a manual on Space Utilization.

A committee comprised of Ronald Thompson, Albert Scribner, and John Rhoads of AACRAO is working with Dr. Hollis on this project. Efforts are now under way to secure outside financial backing for it.

Definitions

Dr. Conrad discussed at some length the matter of definitions as they pertain to our particular field of work. In getting up his reports on enrollments, degrees conferred, and the like, he has done three things this year: (1) He has increased the fields of study, that is, the subjects which students might use as majors, and has in general revised the list. It is now considerably larger than in previous years and is more detailed. (2) These fields are now classified into groups, as for example Agriculture, Home Economics, and the like. This makes it possible for registrars in institutions not offering some particular field of study to skip over that entire part of the questionnaire, thus making the questionnaire much shorter for such institutions. (3) He has codified the directions.

All in all these three items seem to have improved the program materially. There are still problems in this area which have not been solved adequately. For example, it is difficult for the Office of Education to get accurate material on teacher education—that is, those who are eligible to teach. There are still a number of definitions which bother us and which are receiving the attention of your Committee.

Accredited Institutions of Higher Education

Dr. Blauch indicated that there is at the present time considerable pressure being brought to bear on the Division of Higher Education to include in its publications of accredited institutions a number of institutions not now included. Interest seems to center around Schools of Nursing which are connected with hospitals, but not with medical schools which are included. There is also considerable interest in getting into the directory "technical institutes" of the type which are not now in the directory.

It appears that the Schools of Nursing now have an accredited association of their own which is a recognized accrediting association. We refer here to the Schools of Nursing operating in co-operation with hospitals. It appears that since they have an accrediting association which in itself is accredited, they are eligible to be entered in the United States Office of Education's *Accredited Higher Institutions* (Bulletin Number 3). This brings up the question of whether or not schools of Medical Technology and a number of other institutions not now accredited can be listed in *Accredited Higher Institutions*. Final

action on this matter will be of great interest to all registrars and admissions officers. It appears that possibly in the next issue of *Accredited Higher Institutions* there will be listed—certainly will be considered for listing—a large number of institutions which are not now included.

Bogus or Fraudulent Schools

During the year your Committee has had no particular work on this topic. On the other hand, we are aware of the fact that the problem of Bogus or Fraudulent Schools pops up rather frequently. These schools seem to operate with considerable success in foreign countries. When it becomes known to the foreigners that they have been taken in by these fraudulent schools, it makes for very bad public relations. The Higher Division of Education does not feel that it is in a position to do much about this problem, but it does believe that AACRAO should work on it. We know that the Division of Higher Education of NEA is interested in this problem and your Committee has already begun correspondence with the executive secretary of that organization to see whether or not there is a place for mutual work.

The National Science Foundation

The National Science Foundation has shown a great deal of interest in matters which are of particular interest to registrars and admissions officers. One of these problems is to identify as quickly as possible in the college life of the students those who are interested in the sciences, particularly chemistry, physics, mathematics, and biology. Their interest concerns itself with getting at a figure in trying to predict how many people at a given time will be available in one of these sciences upon graduation. The National Science Foundation is also interested in knowing whether or not there is a need for some kind of scholarship program to interest students with scientific ability in a college education.

If we cannot give numbers for our science majors as freshmen, then they would like it somewhere in the second half of the sophomore year. The National Science Foundation would not be interested in undergraduates in the College of Education though majoring in one of the sciences. They are also anxious to know how many students beginning their graduate work are interested in these sciences. They are interested here in first year graduate students, and by fields of study.

Trends and Meaning of Rising Enrollments

Mr. Foster led a very interesting discussion on this topic. Without going into too much detail, suffice it to say that everything else being equal, we may look forward to a gradual and continuous increase at the college level for the next fifteen years. He indicates that there will be practically a doubling of enrollment by 1966, and he gave detailed information on these enrollments which we may be able to furnish in somewhat expanded form at a later date.

Scholarships and Student Aid

Dr. Goldthorp gave an interesting discussion on a proposed study which the Office of Education has under consideration pertaining to scholarships and other student aid. On scholarships he wants to find out how many scholarships there are which involve no refund on the part of the student. His study will be concerned with the matter of student loans in its many phases. He proposes also to study the matter of student employment by institutions. A questionnaire is now under way and will be sent to all institutions at an early date. It is anticipated that the study will involve both graduate and undergraduate students.

College Facilities

Dr. Hollis reported that his staff is working on college facilities and their relation to meeting its present demands, and what is necessary to be done to meet future demands. This is a big undertaking, and Dr. Hollis does not know yet how much of it he can do within a year, primarily because of finding ways and means of financing such a project. What he wants to do is to take a building inventory on every campus in the country, building by building, and room by room. The study has good possibilities, and we hope that he can carry it out.

Staffing Our Colleges

We are all concerned with the prospective shortage of college teachers in the next several years. The Office of Education is greatly concerned over this problem and is making every effort to get a true picture, state by state, of the present status of affairs, and an indication of what the future may hold. The Office expects to get as much information as possible about why the teaching profession seemingly is not a "popular" one, and this will receive considerable attention in

the study. For example, they intend to get as much information as possible as to the present economic and social status of the teacher, the general attitude of the teacher toward the profession of teaching, and the general attitude of the public toward the teacher. The study will concern itself first with elementary and secondary teachers, and then with college and university teachers.

Recommendations

It is recommended that the AACRAO make every effort to bring to the attention of all of our associates the contents of our present Study on Retention as soon as it is available, with the hope that every institution will make direct application of this study to its own situation.

It is recommended that the AACRAO and the Office of Education continue in some form or other to expand the study on Retention. Your Committee has under advisement two or three propositions.

It is recommended that the AACRAO give full approval to the study of classroom utilization which is under study by one of our committees.

It is recommended that we make every effort to have some definitions used by the offices of admissions and records coincide with those used by business offices. We refer here to definitions which are of mutual interest and use.

It is recommended that we co-operate with the National Science Foundation in every way possible in supplying them with information useful to them in getting information by which they can predict the number of people who may be using some of the sciences as major fields of study.

We urge Dr. Conrad to prepare a questionnaire which would enable the various institutions across the country to furnish him with information about people who expect to enter the teaching profession.

Observations

Our experiences with the Office of Education leads us to believe that there are some areas in our work which need our special attention during the next few years. Some of these are:

1. We need badly to study the statistics which we keep in our several institutions, with the view to seeing that the statistics which we gather have meaning and usefulness.

2. There is every indication that our enrollments are going to increase very rapidly within the next ten to fifteen years. We must adjust ourselves to these expanding enrollments. They will affect not only our institution as a whole but particularly our own offices of admissions and records.
3. There are many studies now going on about admission requirements of colleges and universities. Every registrar should study the admission requirements of his own institution in relation to the objectives of the institution and have at hand whatever proposals may be necessary, if and when changes are to be made.
4. Every institution is going to be taxed to its limits in order to have adequate classroom and office space for the impending enrollments. Registrars and admissions officers can do a great service in keeping up-to-date information on available classroom and office space—now available and needed within the next few years.
5. The cost of going to college is a matter of concern to all of us. Much interest is now being manifested in the matter of scholarships. Here is again a field which lends itself to our best thinking and efforts.

Respectfully submitted,

ELWOOD C. KASTNER

GEORGE P. TUTTLE

RICHARD L. TUTHILL

R. F. THOMASON, *Chairman*

VI. REPORT OF THE COMMITTEE ON STUDENT RETENTION AND WITHDRAWAL STUDY

The study on Retention which the AACRAO has carried on in co-operation with the Higher Division of the U. S. Office of Education is now in the final stages of being completed. A tentative report has gone to all participating institutions. The Committee hopes to have the final report completed and ready for distribution some time around the first of next November. It is the intention of the Committee to send a copy of this report to each of the 1800 or more of the institutions of higher education.

As to future activities of this Committee, it can do one of three things: 1) Be retired now; 2) Continue to act until the report has actually been completed and mailed—in this event there will be very little work for the Committee as a whole to do; 3) Be retained with the hope that some continuation of the present study may be carried on this next year.

The Office of Education hopes to have some money this next year with which to do research, and Dr. Blauch, who is now Assistant Commissioner of Education, feels that a study on retention in some shape, form, or fashion will be made this next year; or that the present study will and should be continued. As we understand it, he prefers the latter. It is to the advantage of the AACRAO for it to be continued as it is now. Attached hereto is a copy of some suggestions which are an outgrowth of talks with Dr. Blauch, Dr. Hollis, and Mr. Iffert.

Factors in Student Retention and Withdrawal in Schools and Colleges

Implicit in the framework of public schooling for all is the concept of retaining every child in the school system as long as he is "able" or has the capacity to gain from offerings of the school curriculum. Ideally he is retained until he has reached the highest level of academic work from which he can profit and has thus achieved his own maximum potential. At present it is estimated that of those who enter first grade only about 52 per cent finish high school, and of those who enter college less than half graduate. In order to stem this great waste of able individuals, capable citizens, and trained manpower, it is necessary to know exactly how many students are being lost at each grade level, why they leave school, and what measures can be taken to retain them until they reach their own optimum levels of academic development.

Research proposed for this Office consists of the following three major projects: 1) establishment of a nation-wide sampling system of analyzing records and receiving reports for the purpose of establishing definitive drop-out rates on all levels and of establishing the general characteristics of the population being lost, as compared with that being retained at each level; 2) initiation of the collection and collation of the tremendous number of local studies on drop-outs which have already been made in order to utilize their findings and identify national trends; 3) exploration of an individual's motivation to continue his education, as a basis on which action can be taken to retain every able student; and 4) continued investigation of the financial aids available to students in higher education through co-operative research projects with colleges and universities for the purpose of analyzing their own administration of aids such as scholarships, fellowships, loans, and work opportunities, and for the purpose of

determining the extent and amount of financial aid being provided for students through private organizations or other outside sources.

Respectfully submitted,

JOSEPH G. CONNOR

IRENE M. DAVIS

EDWARD G. GROESBECK

REBECCA C. TANSIL

R. F. THOMASON, *Chairman*

VII. REPORT OF THE CHAIRMAN OF THE COMMITTEE ON SPECIAL PROJECTS

While the results of the work of the Committee on Special Projects have not been as spectacular or apparent this year as in recent years, we have nevertheless had a busy and fruitful year. The report of the Treasurer will reflect some of the activity of the various subcommittees. In this report I shall deal briefly with the activity of the various subcommittees. For the first time these are all listed in our Convention Program, which I feel is a forward step.

The Committee on Admissions Policies and Practices, headed by George Miller of Wayne University, has continued its work on the report distributed at our Boston Meeting. It is anticipated that a revised report will be issued during the coming year.

The Committee on Catalogues, formerly headed by C. O. Williams of Penn State, has been taken over by Alfred Thomas of Arizona State, who met with the Steering Committee during the latter part of February in Chicago. It was my privilege to attend this meeting with Hauptman, Hoover, and Frankenfeld, who spent the major part of two days in whipping an outline into shape. The full committee will be hard at work during the Detroit Meeting, and I must say that I have been greatly encouraged by the work which Mr. Thomas has already done on this project, and we are hopeful that a guide to the preparation and publication of the college catalogue can be prepared during the coming year.

The Committee on Enrollment Trends and Space Utilization has undergone something of a change during the year. Ronald Thompson, who so ably directed the work of this committee during the past several years, asked to be relieved of the Chairmanship because of responsibilities on his own campus. We are extremely grateful to Al

Scribner for his willingness to assume the Chairmanship for the balance of the year. We are delighted to report that the Foundation for the Advancement of Education has agreed to make a grant of \$14,800.00 toward a study on space utilization to be directed by John Dale Russell. As an Association we have agreed to put \$4,500 into this study, which we feel will be a fitting sequel to "The Tidal Wave." I attended several meetings of the committee at Valparaiso, where plans were laid for this project and I am hopeful that we can prevail upon Al to continue as Chairman for another year. We hope to have a report on this timely study published before our next annual meeting. This study marks a milestone in the history of AACRAO, in that it is the first time that we have sought and received aid from a foundation.

The Committee on the Evaluation of Foreign Student Credentials, headed by Herman Spindt of the University of California, has been hard at work; and several preliminary reports have already been prepared. It is obvious that the work of this committee will be far-reaching and will no doubt prove to be one of the most ambitious projects that we have yet undertaken.

A Glossary of Terms by Robert Mahn is at last a reality, and as an Association we are deeply indebted to Bob for his outstanding contribution. This publication is being distributed for the first time at the Detroit Meeting.

The Guide to Credit Given prepared by Ted McCarrel of the State University of Iowa and his associates has already been distributed and continues to fill an important place in our Association as well as in the entire field of higher education. Personally, I feel that this report alone is worth the cost of membership in the Association.

The Committee on the Handbook, headed by D. T. Ordeman of Oregon State College, has not been particularly active during the past year. The Chairman reports that requests have continued to come in for copies of the Handbook, and all new members of the Association have been furnished with this as well as our other publications. Dr. Ordeman would welcome any suggestions concerning the improvement of this reference material.

The Committee on High School-College Relations has been active under the able leadership of Claude Simpson of State College of Washington. The Steering Committee held a meeting in Chicago, where representatives of the National Association of Secondary School

Principals met with them to discuss some common problems. Al Scribner chaired a group discussing this topic at the NEA Conference on Higher Education in Chicago in March, to which Clyde Vroman also contributed. Increasingly AACRAO is receiving national recognition through the work of its committees and officers. Copies of the joint report of our Steering Committee with the representatives from NASSP were distributed at this meeting, and I am happy to report that we are to have representatives of this Association at our Detroit Meeting. It was my privilege to attend the meeting in Chicago, and I feel that we are making real progress in the field of college and high school co-operation.

The Committee on Machine Equipment, under the able leadership of Nelson Parkhurst of Purdue, has continued to function throughout the year; and I have been privileged to meet with the committee in Chicago in November and March. In co-operation with I.B.M. this committee is selecting a representative group of 30 registrars and admissions officers to attend a training program at Endicott, New York, during July as guests of I.B.M., with a view to setting up a series of regional conferences or workshops on the use of punch card equipment in connection with regional meetings in the fall or during the coming year. This promises to be one of the most significant projects yet undertaken by this committee. A complete report of this committee is available.

The Committee on Office Forms, headed by Oliver Wagner of Washington University, has launched upon an energetic study of the problem and has already come up with some very stimulating suggestions. The committee is made up of a splendid group of workers, and we are hopeful that a very significant report will be forthcoming from this committee during the coming year. I feel that the committee has made a fine beginning on the tremendous problem placed in its hands.

The Committee on Transcript Adequacy, under the Chairmanship of Howard Shontz of the University of California, has continued to function and is making plans to publish a revised edition of its Guide during the coming year. The guide continues to have a wide appeal and requests for additional copies keep pouring in.

While the work of this committee has involved a great deal of time and effort, it has been a rewarding experience; and I wish to take this opportunity to express my deep appreciation for the wholehearted

co-operation of the Executive Committee, the members of the General Committee on Special Projects, the chairmen of the various sub-committees, and each member of these committees without whose wholehearted co-operation our work would be impossible.

Respectfully submitted,

ENOCK C. DYRNESS, *Chairman*

VIII. REPORT OF THE SECOND VICE-PRESIDENT

Among the first responsibilities of the Second Vice-President is the stimulation of the growth of our Association by increasing the number of member institutions.

At its October meeting the Executive Committee approved a recommendation which resulted in letters of invitation being sent to the presidents of 563 approved colleges and universities who were not members. In order to give the presidents an idea of the practical services of our Association, a copy of *An Adequate Transcript Guide* was included in the letter and, in addition, each president received a copy of the current issue of COLLEGE AND UNIVERSITY. This campaign for new members proved to be successful and resulted in the addition of 38 new institutional members, 23 new associate members, and 48 reinstatements during the year. Unfortunately there were 12 institutional and 8 associate members who withdrew from the Association.

I am pleased to report that as of April 16, 1956 there are 1,362 institutions and 160 associates, making a total of 1,522 members of the American Association of Collegiate Registrars and Admissions Officers.

Early in the year the Second Vice-President received a supply of each of the current publications of the Association and when an application for membership was approved a complete package of our publications was mailed immediately to the new member. This seemed to be most appreciated by the new members and I recommend a like procedure be followed in future years.

On March 22 and 23 the Second Vice-President represented the Association at the annual meeting of the National Association of Deans of Women in Cincinnati.

Respectfully submitted,

C. E. HARRELL

AACRAO—MEMBERSHIP BY STATES, APRIL 1956

	Institutional	Associate	Total
Alabama	19	1	20
Alaska	1	0	1
Arizona	4	0	4
Arkansas	15	2	17
California	86	5	91
Colorado	19	2	21
Connecticut	20	3	23
Delaware	2	0	2
District of Columbia	17	3	20
Florida	17	1	18
Georgia	34	1	35
Hawaii	1	0	1
Idaho	6	0	6
Illinois	76	7	83
Indiana	33	3	36
Iowa	30	4	34
Kansas	26	0	26
Kentucky	32	0	32
Louisiana	17	0	17
Maine	8	3	11
Maryland	24	5	29
Massachusetts	51	13	64
Michigan	43	4	47
Minnesota	31	2	33
Mississippi	12	2	14
Missouri	48	6	54
Montana	8	0	8
Nebraska	19	0	19
Nevada	1	0	1
New Hampshire	6	0	6
New Jersey	27	16	43
New Mexico	8	1	9
New York	108	38	146
North Carolina	36	1	37
North Dakota	9	0	9
Ohio	56	7	63
Oklahoma	22	0	22
Oregon	16	0	16
Pennsylvania	80	11	91
Puerto Rico	3	2	5
Rhode Island	9	3	12
South Carolina	19	1	20
South Dakota	11	0	11
Tennessee	37	1	38
Texas	65	3	68
Utah	12	1	13
Vermont	4	2	6
Virginia	35	3	38

Washington	23	0	23
West Virginia	19	1	20
Wisconsin	32	1	33
Wyoming	2	0	2
Foreign	Institutional	Associate	Total
Canada	15	1	16
Cuba	1	0	1
Egypt	1	0	1
Thailand	1	0	1
Lebanon	1	0	1
Mexico	2	0	2
Philippines	2	0	2
Grand Total	1,362	160	1,522
Honorary Memberships			34

IX. REPORT OF THE BUDGET COMMITTEE

Proposed Budget for 1956-57

INCOME

Memberships	\$29,070.00
Subscriptions to COLLEGE AND UNIVERSITY	950.00
Advertising in COLLEGE AND UNIVERSITY	500.00
Interest on Invested Funds	350.00
Total Estimated Income	\$30,870.00

EXPENDITURES

General Administration	\$ 5,000.00
Annual Meetings	1,500.00
Editor's Office	7,450.00
Treasurer's Office	2,300.00
Committee on Evaluation and Standards	500.00
Committee on Co-operation with Governmental Agencies	500.00
Committee on Regional Associations	2,200.00
Committee on Constitution and By-Laws	100.00
Committee on Public Relations	1,000.00
Committee on Student Retention and Withdrawal	250.00
Committee on Special Projects	9,500.00
Report on Credit Given	\$1,500
Transcript Adequacy	450
Handbook	300
Admissions Policies and Practices	1,000
Enrollment Trends and Space Utilization	(\$4,500 from Reserve Fund)
Evaluation of Foreign Student Credentials	1,500
Machine Equipment	500
High School-College Relations	1,500
Catalogues	1,000

Office Forms	1,500	
Miscellaneous	250	
Grand Total		\$30,300.00
Excess of Income over Expenditures, To Reserve Fund		570.00
Total		<u>\$30,870.00</u>

Respectfully submitted,
 E. VINCENT O'BRIEN
 JOHN M. RHOADS
 WILLIAM C. SMYSER
 ALBERT F. SCRIBNER, *Chairman*

This budget was adopted by vote of the Meeting.

X. REPORT OF THE CHAIRMAN OF THE COMMITTEE ON REGIONAL ASSOCIATIONS FOR THE YEAR 1955-56

A year ago I was given a general directive to carry on the work of this Committee and to develop its program in such ways as would be most beneficial to the Regional Associations and AACRAO. It was clear that the objective of the first year should be to explore the problem of the role of this Committee in the structure and program of AACRAO.

After an extensive review of background, problems, and ideas, Bulletin No. 1 was sent to the presidents of all Regional Associations, suggesting purposes, plans, and procedures for 1955-1956. This Bulletin has proved effective in stimulating and co-ordinating plans and actions in the Regional Associations. The general content of the Bulletin was published as an article entitled "A Message to all Members of AACRAO" in the Winter, 1956, issue of the *Journal*.

The work of the Committee this first year has consisted almost entirely in providing AACRAO representatives to the meetings of the Regional Associations. In most cases these representatives were members of the AACRAO Executive Committee. Each representative gave one or more major addresses and often served as a consultant during other sessions. Following are the meetings and speakers for 1955-1956:

<i>Date</i>	<i>Regional</i>	<i>Meeting Place</i>	<i>Representative</i>
Oct. 12-14	West Virginia	Clarksburg	Rhoads
Oct. 19-21	Ohio	Wittenberg College Springfield	Thompson Smyser
Oct. 20-21	Illinois	Decatur	Dyrness
Oct. 21	Nebraska	University of Nebraska Lincoln	
Oct. 21	Wisconsin	Wisconsin State College Stevens Point	Scribner
Oct. 24-25	Arkansas	Arkansas College Batesville	Vroman
Oct. 24-25	Upper Midwest	College of St. Catherine St. Paul, Minn.	Dyrness
Oct. 27	Kansas	Bethel College North Newton	Vroman
Oct. 27	Kentucky	University of Kentucky Lexington	Larson
Oct. 28	Virginia	Natural Bridge	
Oct. 29	Utah	Zion National Park	
Nov. 4-5	Louisiana	Baton Rouge	
Nov. 4-5	Colorado- Wyoming	Denver, Colorado	Rhoads
Nov. 6-9	Pacific Coast	Berkeley, California	Rhoads
Nov. 8	North Carolina	Winston-Salem	Smyser
Nov. 15	Michigan	Albion College Albion	Smyser
Nov. 18-19	New England	Springfield, Mass.	Thompson
Nov. 25-26	Middle States	Atlantic City, N.J.	Rhoads
Nov. 30	Southern Association	Miami, Florida	Rhoads
Nov. 30	Florida*	Miami, Florida	
Nov. 30	Georgia*	Miami, Florida	
Dec. 5-7	Texas	Abilene	Vroman
Mar. 14	Mississippi	Jackson	Vroman
Apr. 7	Alabama	St. Bernard	Nock
Apr. 24-26	Florida	Winter Park	Vroman

* Meeting with Southern Association.

In addition to the visits listed above, I have visited approximately twenty colleges and universities in California, Arizona, New Mexico, Missouri, Illinois, and North Carolina, and have appeared on programs of several national educational organizations. These contacts have extended the services of this Committee and have enriched my understanding of its role and future.

In the new constitution adopted by AACRAO in Detroit, the former Committee on Regional Associations has been given the status and title of "Council of Regional Associations." We now face

the problem and challenge of identifying the Council's role, obligations, and opportunities for service. Each Regional Association appoints an official representative to the Council, and a small Steering Committee will direct the work of the Council.

The new constitution also has changed the title and enlarged the responsibilities of the Chairman on Regional Associations. The office now is called the Vice-President in Charge of Regional Associations and Membership Promotion. Accordingly, the work in the area of Regional Associations and Membership Promotion will be integrated as much as feasible.

During the annual meeting in Detroit the Council of Regional Associations held two very important meetings. Following are some of the major subjects discussed and the general plans made for the coming year:

Membership Promotion. It would seem to be practical and desirable to organize the membership chairmen in the various Regional Associations into some kind of formal or informal committee to work with the Vice-President for Regional Associations and Membership Promotion. The goal here would be mainly to assist each other through a sharing of ideas and successful practices and to procure for AACRAO the advice and assistance of the membership chairmen throughout the Regional Associations.

Honorary Memberships. AACRAO now has developed criteria for honorary memberships. Each Regional Association may want to develop its own plans for awarding honorary memberships to those with conspicuous records of service at the regional level. At present there seems to be no particular pattern common to all Regional Associations. Action on this matter is the province of each Association.

Program Planning in the Regional Associations. Those responsible for program planning in the Regional Associations will find it helpful to consider the various projects of AACRAO as possible content for the programs of their coming meetings. This is one of the most profitable ways to bring AACRAO and its Regional Associations to closer working relationships. Following are a few of the committee projects which seem to have special possibilities for program content:

- a. *Machine equipment workshops.* The Committee on Machine Equipment has laid a foundation for a comprehensive series of workshops on punched-card operations in co-operation with IBM. The president

of each Regional Association has been given a complete description of the project by the Committee Chairman, Nelson Parkhurst of Purdue University. This is another activity strongly endorsed by the Executive Committee, and it is urged that careful consideration be given to its possibilities for program enrichment and service in the Regional Associations.

- b. *Evaluation of foreign student credentials.* The Committee on Evaluation of Foreign Student Credentials, under the chairmanship of Herman Spindt, has launched a comprehensive program of research and publication designed to provide the information so essential to the "academic placement of foreign students in United States educational institutions." AACRAO has joined with several other national organizations to form a "Council on Evaluation of Foreign Credentials." About twenty member institutions of AACRAO are engaged in pilot studies of selected countries and have already prepared preliminary reports as a basis for setting patterns of publication which it is hoped will eventuate in a complete set of materials to meet the needs of those who evaluate transcripts and place foreign students in our educational system. This project would make excellent program material for regional meetings. William Strain of Indiana University is secretary of this committee and of the newly formed Council on Evaluation of Foreign Credentials.
- c. *Committee on High School-College Relations.* This Committee, under the chairmanship of Claude Simpson of Washington State College, is continuing a very active program of study and service. The presence of Dr. Paul Elicker, Executive Secretary of NASSP, for two days at the Detroit meeting was most significant in implementing the plans of the Committee to bring AACRAO and its members into closer relationship with school principals. Plans were made to assist Regional Associations in building programs on the topic of school and college relations and articulation. The Committee plans to ask each Regional Association to assist in the evaluation and revision of "Report No. 1," which came from the joint meeting of the school and college relations committees of AACRAO and NASSP in January, 1956. Much remains to be done in this area and AACRAO considers this a very important problem. Further information can be procured from Claude Simpson.

Our Long-Range Objectives. The Council has made gratifying progress during the past year. We have explored our role and process carefully, have developed a basis for group thinking and action, and

now have set a general direction for initiating our program of action for 1956-1957. We have been established constitutionally as a Council of Regional Associations and have been given a challenging obligation to pioneer in developing our roles and services. Therefore, we now can confidently embark on a program of mutually planned action to find how we can be of most service to our profession and to AACRAO. Among these opportunities is the important one of becoming a vital and dynamic liaison between the Regional Associations and AACRAO. We shall clarify other important objectives as we work together in the months and years ahead.

Respectfully submitted,

CLYDE VROMAN, *Chairman*

AACRAO REGIONAL MACHINE EQUIPMENT WORKSHOPS

Many members of AACRAO have recognized the need for more effective counseling in the advisory service to colleges that are contemplating the use of machines for mechanizing the major functions of the registrars and admissions officers. Especially something different and more pertinent needs to be done for the small and medium-sized colleges that will be considering only the basic machines.

The Committee on Machine Equipment, in collaboration with the different regional associations and with the International Business Machines Corp., who volunteered their service, is arranging a workshop on punched-card operations to be conducted in each region where Association members want it. These workshops will be pretty well standardized all over the country and will be conducted strictly at an elementary level—for registrars and admissions officers who have had little or no experience with punched-card operations. Further, the operations and methods that are discussed will be restricted to those that can be accomplished on the basic machines such as were recommended in the 1954 report of the Committee on Machine Equipment. IBM has agreed to have equipment available at each workshop for actual demonstration and practice.

The purpose of these workshops is to help registrars and admissions officers to decide whether it is practicable for them to mechanize their procedures with punched-card equipment, and to visualize how such procedures would be integrated into their organizations. Also it is to assist those who are initiating punched-card procedures, with similar

equipment, to complete their transition from manual to machine methods.

Since in many schools it may be necessary to share such equipment with the business office in order to get maximum use and efficiency of the equipment, it may be desirable for AACRAO members to invite their business officers as their guests to this workshop.

This workshop could easily and properly be planned as an adjunct to regional meetings, next fall. It will require a minimum of two half-days of sessions, and an introductory period might be desirable—perhaps as a part of the regular regional program. The workshop sessions will be based on demonstrations, analysis, and planning for several common functions that are more certain to be included in a program of mechanization. All necessary materials will be provided. Activities will include such things as designing an effective card, planning the collection of data, constructing operating procedures and charts, designing reports, and even elementary machine operation.

To conduct such a series of workshops will require quite an array of leaders who have been coached on demonstrations, procedures, projects, and the way of presenting them. It would not be feasible for a single team from our own group to conduct them all. In each region there are men and women, experienced in IBM procedures, who could be brought together this summer to work out a suitable plan for these workshops and to be the group leaders for the local associations. IBM arranged for such a conference at Endicott, New York, the week of July 8, 1956. In fact, the annual registrars' conference at Endicott has been reserved this year exclusively for this function; the traditional conference will not be held. The program will be planned by your own Committee on Machine Equipment, and a manual of procedure for the workshops will be constructed.

With this plan for developing and conducting local workshops, the Committee believes that a service of uniformly good quality will be provided to many regions in the Association. The local group leader will not be left entirely without help and support in his presentation. IBM will arrange to have at least one of their competent men available at each of these workshops. The Committee members will be available for quick consultation by telephone, if not in person; and one or more trained leaders will be available on short notice to pinch-hit for anyone who meets with any misfortune that prevents him from

carrying out his plans. This program will *not* be available to any regional association without the leadership of one of these persons who have helped to work it out at the Endicott meeting. It is important that arrangements for conducting a workshop in any region be concluded in the near future, especially if it is to be held in conjunction with the fall meeting of the regional association.

All suggestions from any members as to the scope and conduct of these workshops will be received warmly by the Committee on Machine Equipment. This whole program can be one of major importance to the Association. It is most significant that we as an Association are assuming more responsibility for the professional education of our members. If these workshops are carried out effectively, they will become another milestone in the professionalization of our particular area.

Respectfully submitted,
N. M. PARKHURST, *Chairman*
Committee on Machine Equipment

XI. REPORT OF THE CHAIRMAN OF THE COMMITTEE ON PROFESSIONAL DEVELOPMENT

When the present Chairman took over the responsibility for this work in October, 1953 from Registrar Thomason of the University of Tennessee, he received records on 60 applicants and 38 openings. During the first year we received data on 8 additional applicants and information on 9 additional positions, making a total of 68 in the first group and 47 in the second. During the second year, we placed in the inactive file material on applicants who were not sufficiently interested to complete our questionnaire and return it to us, and we placed in the same type of file data on positions no longer available. We carried forward then for the second year a total of 31 applicants and 21 positions open in various colleges and universities. That year we received material on 22 new applicants and 23 new positions. We furnished data on 64 of our applicants to 28 institutions during the year.

At the beginning of the 1955-56 year we had an active file of 31 applicants and an active file of 21 positions available. This year we have a total of 25 new listings of individuals interested in positions in admissions and records and at the same time have added 28 to the

number of positions open. These figures show an increase of 14 per cent in new listings of individuals and an increase of 22 per cent in positions listed over the preceding year. We have furnished data on 54 candidates, a total of 182 times to 26 institutions.

We are glad to report that as a result of our service three positions were filled during the year and there are at least two other persons listed with us that are being seriously considered at the moment. The more significant fact in services such as Placement, however, is that we have furnished information on such a large number of people to a comparatively large number of institutions, so that an institution is in a better position to obtain the services of the individual who best satisfies its particular requirements.

The authorization by our Executive Committee of the full page ad on Placement Service in COLLEGE AND UNIVERSITY will be of great assistance to our Service. It has already resulted in an unusual volume of new listings. The number listing with our Service who pay for advertisements in COLLEGE AND UNIVERSITY continues to be a very small per cent of those interested in new positions.

A majority of these most recent listings are persons comparatively young in years. As the number of years decrease, obviously the number of years of actual experience in college admissions and records diminishes. Some of the inquiring colleges and universities have a little difficulty in being realistic toward this particular fact of life. Our files are active. The number of listings is increasing. We have faith that our Placement Service will be of increasing service to higher education in the years to come.

Respectfully submitted,

J. EVERETT LONG, *Chairman*

XII. REPORT OF THE COMMITTEE ON RESOLUTIONS

The Committee on Resolutions submits the following report:

Resolved:

1. that we, the members of the American Association of Collegiate Registrars and Admissions Officers, thank the officers of our Association for their many services on behalf of the organization, particularly those services which led to this most successful meeting. Likewise, we thank Mr. Edward G. Groesbeck, General Chairman, and all members of the several convention committees who contributed so significantly to the conference's

success. Particularly we thank Mr. Frank Touhey of Wayne University for publicizing our meetings so well.

2. that our membership thank the guests for their fine contributions to our program. These include:

Dr. Paul E. Elicker	Dr. Robert E. Iffert
Dr. Frank P. Graham	Mr. Harold E. Jones
Mr. Walter F. Greis	Mrs. Myrtle Labbitt
Dr. Clarence C. Hilberry	Dr. Ira M. Smith
Reverend William L. Hoover	Very Reverend Celestin Steiner
Dr. Paul Horst	Dr. John J. Theobald

3. that we thank the University of Michigan for its hospitality and the University of Detroit for the mixed Glee Club which entertained us so well.
4. that we thank the Ford Motor Company and the officials of Greenfield Village for opening their facilities to us.
5. that we formally express our appreciation to the exhibitors who were present during our conference.
6. that the management and staff of the Hotel Sheraton-Cadillac be congratulated for the courteous and efficient way in which our conference was conducted.
7. that we express our great appreciation for the generosity of the Fund for the Advancement of Education for its grant of \$14,800 to be used for the preparation of a manual on space utilization.
8. that we express our appreciation to the Institute of International Education for its support and co-operation on several projects undertaken in the interest of foreign students.
9. that we extend our sincere regrets to our associates who, for personal reasons, are unable to meet with us.

Respectfully submitted,

ROBERT W. TRIPP
ARTHUR M. GOWAN
MAURICE J. MURPHY
JOHN A. HUNTER
OTIS H. MILAM, JR.
ROBERT HEWES
HARVEY HALL, *Chairman*

XIII. THE NEW HONORARY MEMBERS

Fredrick Laird Kerr

Fredrick Laird Kerr, Registrar and University Examiner of the University of Arkansas, will receive the emeritus rank at the end of the present academic year, after serving his institution for thirty-two years.

Fred received both the Bachelor of Arts and Master of Arts degrees from Northwestern University and also served his alma mater as Registrar of the College of Liberal Arts. His scholastic attainments were recognized by his election to Phi Beta Kappa and Sigma Xi.

At the University of Arkansas he served for many years as Secretary of the University Senate (the general legislative body of the University), and has served as the Secretary of the Arkansas chapter of Phi Beta Kappa for almost a quarter of a century.

Fred's actively recorded service to the American Association of Collegiate Registrars and Admissions Officers covers a span of more than thirty-five years. He has been identified with its most important committees, both as a member and as chairman. To these committees he gave unreservedly of his time and ability and defended with vigor those issues which he held to be significant. The offices he held attest to his recognized good judgment and his value as a leader, for he has served effectively as Secretary, First Vice-President, and President.

Many will remember Fred for his valuable contribution to the annual study on *Enrollment in and Degrees Conferred by Member Institutions* during the many years he served as Chairman of the Committee on Special Projects.

One of Fred's regrets is that the pressure of his duties left little time in which to carry out research projects. With the relinquishing of the arduous responsibilities of Registrar and Examiner it is his hope to carry on research on a part-time basis.

That Fred may continue to have good health so that he may enjoy the opportunities which partial retirement will make possible is the sincere wish of those who honor him today.

Joseph Chrisman MacKinnon

Joseph Chrisman MacKinnon will retire on June 30, 1956, after 41 years of exceptional and varied service to the Massachusetts Institute of Technology. "Mac," as he is familiarly and affectionately called, was born in Seattle, Washington, the son of an Episcopal minister. He received his Bachelor of Science degree in Electrical Engineering from M.I.T. in 1913, and after two years in industry returned to his alma mater as an Assistant in Physics. He was appointed Registrar in 1923. In addition to his duties as Registrar he has found time to participate in the teaching of numerous classes in statistics and mathematics. "Mac" has been, and is today, a capable educator of young men, being most sympathetic and conscientious in his efforts for them.

Joseph MacKinnon has regularly attended the Annual Meetings of AACRAO since the early 1920's and has been a member and chairman of numerous committees, including Chairman of the Nominating Committee in 1948. He held the office of Treasurer from 1930 to 1934 and was President of the Association in 1941-42. He has been most helpful to registrars, always patient and understanding of their problems, unobtrusively making thoughtful suggestions. He has been very active in the New England Association of Collegiate Registrars and Admissions Officers, and offered that group much help and encouragement in its successful reorganization in

1947. Because of his close connections with the national organization over the years he has been especially helpful in his regional association.

His work has always been characterized by accuracy and efficiency, and because of this and his constant friendliness and willingness to help others, he is held in the highest esteem by all his colleagues throughout the country.

In recognition of his unselfish contributions to the whole field of education, and to registrars and admissions officers particularly, the Executive Committee is proud to announce the election of Joseph Chrisman MacKinnon to Honorary Membership in the American Association of Collegiate Registrars and Admissions Officers.

George Walter Rosenlof

For a period of over forty years George Walter Rosenlof has been actively engaged in educational work. This service includes teaching in rural schools, secondary schools, and universities.

Dr. Rosenlof received the Bachelor of Science degree from Hastings College (Nebraska) in 1916, the Master of Arts degree from the University of Nebraska in 1922, and the Doctor of Philosophy degree from Columbia University in 1929. Hastings College conferred on him the honorary degree of Doctor of Laws in 1945.

Since 1934 Dr. Rosenlof has been Professor of Secondary Education at the University of Nebraska, and from 1940 to 1951 was Registrar, University Examiner, and Director of Admissions. From 1951 to the present Dr. Rosenlof has served the University of Nebraska as Dean of Admissions and Inter-Institutional Relationships. His active work in behalf of the American Association of Collegiate Registrars and Admissions Officers includes many years of service as a member of the Board of Editors of our Journal, *COLLEGE AND UNIVERSITY*, and member of the following committees: Regional Associations, Annual Meeting Clinic, and Annual Meeting Appraisal. Moreover, his teaching and advisory responsibilities in the Graduate School at the University of Nebraska have guided a number of our members toward their doctorates.

Dr. Rosenlof has been widely known in higher education for his work in several commissions and projects in the North Central Association of Colleges and Secondary Schools. He served this Association as secretary for many years. Author of several brochures and books in the educational field, Dr. Rosenlof has also found time in his busy life to serve as President of the Board of Trustees of the Lincoln General Hospital. He is active in the Presbyterian Church, Rotary, and a number of civic organizations.

Your many friends and colleagues in AACRAO salute you, George Walter Rosenlof, on your splendid record in education and wish you much joy and happiness when you retire from active work in the profession in August, 1956.

George P. Tuttle

George P. Tuttle, a part and parcel of the Office of Admissions and Records of the University of Illinois, July 1911-September 1956.

Mr. Tuttle is a graduate of the University of Vermont. He has served in practically every capacity in the Office of Admissions and Records at the University of Illinois—as Clerk, Examiner, Registrar, and Director of Admissions and Records. He became Registrar of the University of Illinois in 1920, and assumed the title of Director of Admissions and Records a few years ago.

In his work as Director of Admissions and Records he has served on many University Committees, too numerous to mention here. He is now, or has been,

Secretary of a number of important committees at his institution, an important one being Secretary of the University Senate. All of these activities show the very high regard which his fellow workers have for him.

AACRAO considers Mr. Tuttle one of its most distinguished members, having honored him on numerous occasions by asking him to serve on many of its most important committees, and finally, climaxing his honors by electing him President in 1925-26. Whenever the going has been rough, and whenever sound advice and wise counsel have been needed, the Association naturally has turned to him for assistance.

In civic and social affairs Mr. Tuttle has made a great contribution also. He has been a very active member of his fraternity, Phi Delta Theta. He has been active in the affairs of Kiwanis and has served as president of his local Kiwanis Club. We are all acquainted with and appreciate deeply the very excellent service which Mr. Tuttle has rendered in the supervision of the preparation of the *Guide* to the evaluation of service courses. Since its publication he has continued to serve on the Commission of Accreditation of Service Schools.

Mr. and Mrs. Tuttle have two children and several grandchildren. Their legion of friends everywhere wish for them the very best of health and happiness in the years ahead.

Because of your sympathetic understanding for the welfare of your fellow workers, and because of your very keen insight and forward-looking approach to the problems of admissions and records, and because of your untiring efforts in furthering the interests of AACRAO—never shirking any responsibility—this Association is honored to bestow upon you the title of Honorary Member.

REGISTRATION OF MEETINGS

1910-1956

<i>Registrations</i>	<i>Year</i>	<i>Place</i>	<i>President</i>
24	1910	Detroit	A. H. Parrott, North Dakota Agricultural College (Chairman)
30	1911	Boston	*A. H. Espenshade, Pennsylvania State College (Chairman)
38	1912	Chicago	*A. H. Espenshade, Pennsylvania State College
23	1913	Salt Lake City	*J. A. Cravens, Indiana University
46	1914	Richmond	E. J. Mathews, University of Texas
55	1915	Ann Arbor	*G. O. Foster, University of Kansas
69	1916	New York	Walter Humphries, Massachusetts Institute of Technology
66	1917	Lexington	*F. A. Dickey, Columbia University
106	1919	Chicago	*A. W. Tarbell, Carnegie Institute of Technology
107	1920	Washington	Ezra L. Gillis, University of Kentucky
118	1922	St. Louis	*A. G. Hall, University of Michigan
160	1924	Chicago	J. A. Gannett, University of Maine
105	1925	Boulder	*T. J. Wilson, Jr., University of North Carolina
155	1926	Minneapolis	G. P. Tuttle, University of Illinois
214	1927	Atlanta	*R. M. West, University of Minnesota

<i>Registra- tions</i>	<i>Year</i>	<i>Place</i>	<i>President</i>
253	1928	Cleveland	Ira M. Smith, University of Michigan
119	1929	Seattle	C. E. Friley, Agricultural and Mechanical College of Texas
250	1930	Memphis	*E. J. Grant, Columbia University
252	1931	Buffalo	J. P. Mitchell, Stanford University
282	1932	Chicago	R. N. Dempster, Johns Hopkins University
266	1933	Chicago	J. G. Quick, University of Pittsburgh
219	1934	Cincinnati	*F. O. Holt, University of Wisconsin
245	1935	Raleigh	K. P. R. Neville, University of Western Ontario
309	1936	Detroit	*Alan Bright, Carnegie Institute of Technology
285	1937	Kansas City	*J. R. Sage, Iowa State College
334	1938	New Orleans	Fred L. Kerr, University of Arkansas
442	1939	New York	Edith D. Cockins, Ohio State University
325	1940	St. Louis	William S. Hoffman, The Pennsylvania State College
404	1941	Chicago	J. C. MacKinnon, Massachusetts Institute of Technology
316	1942	Chicago	A. H. Larson, Eastman School of Music
381	1944	Chicago	*J. R. Robinson, George Peabody College
285	1946	Atlanta	Ernest C. Miller, University of Chicago
380	1947	Denver	S. Woodson Canada, University of Missouri
622	1948	Philadelphia	Carrie Mae Probst, Goucher College
586	1949	Columbus	R. Fred Thomason, University of Tennessee
419	1950	San Francisco	R. E. McWhinnie, University of Wyoming
348	1951	Houston	Elwood C. Kastner, New York University
702	1952	Washington	John E. Fellows, University of Oklahoma
588	1953	Minneapolis	Emma E. Deters, University of Buffalo
651	1954	St. Louis	Ronald B. Thompson, Ohio State University
764	1955	Boston	Albert F. Scribner, Valparaiso University
846	1956	Detroit	John M. Rhoads, Temple University

* Deceased.

MEMBERSHIP OF THE ASSOCIATION, 1914-1956

<i>Year</i>	<i>No. of Members</i>	<i>Year</i>	<i>No. of Members</i>
1914	62	1919	177
1915	100	1920	194
1916	223	1922	210
1917	140	1924	299

<i>Year</i>	<i>No. of Members</i>	<i>Year</i>	<i>No. of Members</i>
1925	331	1941	802
1926	384	1942	823
1927	504	1943	814
1928	622	1944	874
1929	696	1945	969
1930	749	1946	1054
1931	754	1947	1200
1932	720	1948	1181
1933	705	1949	1245
1934	671	1950	1380
1935	671	1951	1438
1936	699	1952	1483
1937	722	1953	1452
1938	756	1954	1537
1939	784	1955	1598
1940	790	1956	1522

NOMINATING COMMITTEE

The Secretary reports the results of the balloting for members of the Nominating Committee as follows:

Elected for a two-year term:

John E. Fellows, University of Oklahoma

Ronald B. Thompson, Ohio State University

Elected for a one-year term:

Ellen L. Deering, College of the Pacific

Elwood C. Kastner, New York University

Ted McCarrel, State University of Iowa

Albert F. Scribner, Valparaiso University

Ethelyn Toner, University of Washington

Editorial Comment

A Salute to the Dean

... among story spinners Professor Gillis stands out like a sore thumb in a red bandage. Yet he never tells a story just to be telling a story; always it is to illustrate, to nail down, or emphasize a point. In the hands of Professor Gillis . . . a story becomes a sort of audio-aid that he uses with skill and good taste.

IT TOOK staff writer Joe Creason in his April 15 *Louisville Courier-Journal Magazine* feature, "Dean of Good Stories," to describe aptly what in large measure has made Ezra L. Gillis the "Dean of Registrars" as well. Fortunately many of these "audio-aids" from his well-defined "philosophy of human happiness" are recorded in our *Journal*. Each year some of them are brought back to us in our *Conference News*.

July 1937 marked Professor Gillis's "change of position" at the University of Kentucky: age seventy made it mandatory under retirement regulations. The change of position was from Registrar to Director of the Bureau of Source Materials in Higher Education. The Bureau was his conception and has been developed by him into something unique and useful over the years. It is from this position that he now contemplates retirement at ninety, at about the same time his former pupil, the president of his University, retires.

Professor Gillis's greatness as a registrar and as a citizen stemmed from the ability to help others comprehend the basic truths that make men great. In his seminars for prospective registrars he did not permit note taking. Yet a notebook was required covering both class and reading notes. At no other time has the writer experienced more the power of "audio-aids." Other teachers had, for example, tried through long discourses to illustrate the power of motivation. Professor Gillis used just two sentences, which were recorded in the notebook after class, but which if not recorded would not have been forgotten. "The only real handicap is the lack of inward urge. Remember that Moses came away from the burning bush not more intelligent, but with a purpose."

The then *Bulletin* of the Association was the text, and a live text, because Professor Gillis made it his business to become well acquainted with contributors at the annual meetings and to make certain

that their contributions represented their experience. This sentence found its way into the notebook. "In accepting advice see what the person giving it has done, before following it." The office was the laboratory as were other campus offices and bureaus. There was always the reminder that "it is not so much what one is specifically trained for but how he conducts his work and shows interest in it that counts." The precept that "the only way to make a scholar is to give him work and allow him freedom in that work" held firm.

Professor Gillis urged us always to attend the meetings of the Association, as he himself did so faithfully. We had an obligation to contribute to the best of our ability to these meetings, and to the advancement of our profession. We needed the meetings to gain the counsel of others, but with this caution: "Be wise in your choice of advisers. You may not be able to do many outstanding things, but wise counselors can prevent you from doing foolish things."

Other things that found their way into the notebook tell us much about Professor Gillis. "One sees little reference to the human element in papers on measurement, etc., a science that is being neglected. Books cannot teach it." "There is nothing really bad but a bad spirit." "In dealing with others, and when tempted to form alliances, remember that 'a king rose up that knew not Joseph'."

As ninety years of age, with the completion of seventy years of devotion to education and forty-seven years to our profession, approaches, and as he contemplates stepping aside so that a younger man may take over a flourishing division of a great University, we salute and extend best wishes to a great teacher. His influence will continue to help all of us to be better registrars, because first it helps us to be better persons.

R. E. M.

Our Membership

It is gratifying to look at the Membership of the Association, as shown in COLLEGE AND UNIVERSITY, and see how AACRAO has grown in a comparatively short lifetime. Only forty years ago we could hardly be called representative of much of anything, whereas now we are representative of the great majority of colleges and universities in this country, and of many in other countries. We are representative of professions that have consistently grown in academic im-

portance and in administrative scope. We are representative of practically every kind of higher education offered in the United States.

It is much more gratifying, however, to page through back numbers of COLLEGE AND UNIVERSITY and the *Journal*, and to see how consistently AACRAO has identified itself with every major educational problem of our time. AACRAO has been concerned with purely academic matters, of course; but it also took the lead in consideration of the educational problems of war years and years following social upheavals. Our record has been one of which we can be proud.

Fortunately we are not in the least inclined to rest on our laurels. The reports of the President and various committees, as printed in this issue of the *Journal*, indicate that the future will be much busier than the past, and that the variety of undertakings with which we have identified ourselves increases from year to year. We have become an organization involved in most aspects of academic activity, and we have welcomed our new responsibilities.

The membership have given abundant evidence of their support of the plans of the officers and committees, and have shown eagerness to co-operate organizationally and personally in all undertakings proposed. With such support and collaboration, AACRAO can accomplish much during the coming years of difficulties and doubts—accomplish much toward making them years of triumphant emergence from what sometimes looks like the old Slough of Despond.

During all the years of our activity, we have continued to grow. Now, however, we approach the time when we represent so many institutions of higher learning that we can hardly expect to grow as we have done in the past: there aren't that many institutions left. On the other hand, more and more of the institutions already represented in AACRAO are finding it to their advantage to increase the number of administrators in registrars' and admissions offices. Those that have had, say, a registrar who has also handled admissions, are discovering that a director of admissions is necessary. Many are including assistants among officers charged with considerable responsibility. More and more are interested in having various members of their staffs enrolled as associate members of AACRAO.

From now on we may, perhaps, look to an increase in number among associate members; certainly we may hope to. For as AACRAO proceeds with plans outlined, and plans that may be outlined in the future, the proceedings and publications of the Association will grow

in value to all members of the staff in a registrar's office or in admissions. Attendance at our annual meetings will become of more and more value to all those who must deal with the problems of the future in higher education. Not the least valuable will be committee functions and representation in various activities in which associate members may properly take part. There is so much to be done that the co-operation of every member of our profession will count.

What we have done shows us clearly what we can do. Our past growth testifies to the value of AACRAO to all those who may be associated with us. If we can encourage the associate membership of those who will before long take the places of heads of offices, we shall be planning soundly for the future. Such encouragement is the business of all of us who are members, institutional representatives or associate members.

S. A. N.

Reported to Us

M.M.C.

It will be appreciated if notification of changes of address of honorary members, for some of whom the most recent address is not in AACRAO files, and also any items of interest regarding the activities of AACRAO members, changes of position, etc., are sent to Miss Marjorie M. Cutler, Registrar, University of Denver, Denver 10, Colorado.

At the Spring commencement exercises, Concordia Teachers College, Seward, Nebraska, awarded the honorary Doctor of Laws degree to Albert F. Scribner, recognizing his service to higher education as well as to his own institution, Valparaiso University.

Frederick C. Ferry, Jr., who as dean of Bradford Junior College (Mass.) has carried registrar's duties as part of his responsibilities, became president of Pine Manor Junior College (Wellesley, Mass.) on July 1, 1956.

Time Inc. has reported that the winner in the Time Current Affairs Test, sent to members of AACRAO, was Rev. Joseph Phelan of St. John's Seminary, who won first prize with a perfect score. William L. McCallum of Hartnell College placed second and Herbert Dorricott of Western State College of Colorado and Walter Hertzog of East Los Angeles Junior College tied for third prize.

Dr. John A. Hunter, registrar of Louisiana State University, has been named Dean of the Junior Division by the Board of Supervisors effective July 1, 1956. Dr. Hunter has served as director of Classified Personnel at LSU and as Supervisor of Research for the Louisiana State Department of Education, and was named registrar and associate professor of education in 1951. He has served as president of the Louisiana Registrar's Association and now holds the presidency of the Southern Association of Registrars and Admission Officers.

A. William Engel, Jr., who has been registrar and director of publicity at Juniata College, will relinquish his duties as registrar to give full time

to the department of public relations. He will assume the duties of Director of Public Relations July 1, 1956.

H. H. Flynn, long-time assistant registrar at Oklahoma A. & M. College and recently director of admissions, died in the spring of 1956.

Miss Grace M. Hannaford, 79, who served Wittenberg College as registrar for more than a quarter of a century, died Saturday, March 31, in Springfield, Ohio, after being in failing health for two years. She had lived in Springfield more than 60 years and for more than 35 years had been associated with Wittenberg College.

Frank H. Hagemeyer has entered his fortieth year on the staff of Teachers College, Columbia University, and his thirtieth year as college registrar.

A top-level reorganization effective July 1, 1956 at Western Michigan College has been undertaken. Named as vice president for academic affairs is Dr. Russell H. Seibert, who has been director of the basic studies division for the last year. Appointed vice president for student and public affairs is Dr. L. Dale Faunce, who has been dean of students and director of student affairs at the University of Iowa for the last six years. Five schools have also been instituted, each to be headed by a dean. Deans of the schools are Dr. James H. Griggs, education; Dr. Arnold E. Schneider, business; Dr. George E. Kohrman, applied arts and sciences; and Dr. George G. Mallison, graduate studies. A dean of the school of liberal arts is yet to be appointed.

Syracuse University is commemorating this year the 50th anniversary of its All-University School of Education, which emanated from the Teachers College established at the university in 1906. The golden anniversary celebration will revolve around the theme, "Education: the Substance of Freedom: the Keystone of Progress."

Fenn College has announced a plan to underwrite half the cost of graduate study for full-time faculty members. The new policy enhances the college's ability to attract able young instructors to the faculty, and at the same time provides recognition for faculty members who have been pursuing graduate work at their own expense. The new plan provides financial assistance both while a faculty member is teaching full-time and when he is on a quarter's leave with pay. Also the teaching year of the faculty members has been reduced from four to three quarters. In effect, the three-quarter year provides an average salary increase of 12½ per cent for the

teaching faculty and at the same time, the three-quarter year provides faculty members with greater opportunities for professional growth. Under the old system, a faculty member taught eleven months of the year and received a quarter's paid leave of absence every third year.

All senior liberal arts church-related colleges of Alabama have organized into the Alabama Foundation for Independent Colleges. All the colleges are accredited with the Southern Association of Colleges and Secondary Schools. The organization includes Birmingham-Southern, Howard, Spring Hill, Huntington, Athens, and Judson colleges. The purpose behind the new foundation is to solicit and receive funds as designated for distribution from private corporations, and to divide undesignated funds equally among the member colleges. About thirty such foundations have already been formed around the country during recent years.

An educational program to help alleviate the shortage of scientific talent is being conducted by Rensselaer Polytechnic Institute. The program is financed by Pratt and Whitney Aircraft and Hamilton Standard, two United Aircraft divisions. It is in addition to, and completely separate from, the graduate studies program for applied scientists and engineers established for the Hartford area last fall by Rensselaer Polytechnic Institute with the co-operation of United Aircraft. The new program consists of a 30-week course, divided into three terms of 10 weeks each, followed by additional evening school studies. All students are college graduates with either liberal arts or science degrees in a field other than engineering. Upon completion of the 30-week course, students will be qualified for engineering work and assigned to jobs in the Pratt and Whitney Aircraft or Hamilton Standard plants. Students entering this new course must have shown academic ability and aptitude for graduate study of the highest quality and have indicated the desire for careers in engineering and science. Thus this course provides another source of supply for technology from a highly qualified group with a general rather than a specialized college education.

A \$300,000 grant from the Commonwealth Fund, New York, has been made to the Northwestern University medical school. The grant will help finance a basic change in the pattern of medical education at Northwestern. "The new program is designed to help students make the transition from basic laboratory science courses to clinical training." The new program will help equalize the load and integrate the courses over the four years of medical education. The number of lectures will be reduced in favor of greatly increased personal contact with patients and more and earlier clinical work. Also central to the curriculum revision will be new

and more thoroughly integrated courses and additions to the faculty. Orientation to the patient will be stressed by allowing junior students as well as seniors to do clinical work with patients. The length of the school year will be extended from three quarters to four quarters under the new program, but classes will be staggered so only 75 per cent of the junior and senior students will be in school at any one time. With fewer students in each class, instruction will be more intimate and more closely supervised and the students will have more time to become an integral part of the hospital service. Clinical work will be brought to sophomore students in a new course designed to teach a unified, over-all concept of disease processes. The course will be a co-operative project of all the clinical departments. Part of the Commonwealth Grant will be used for two pilot studies to further the University's long-range program of advancement of medical education.

The Board of Trustees of Mission House College recently announced that a more complete separation between the College and the Seminary will become effective next fall. Separate faculties, libraries, constitutions, and curricula are already in effect. Careful study, in preparation for accreditation, has revealed that it will benefit both the College and the Seminary to become separate and distinct institutions. The Board recommends separate boards of control, charters, administrations, budgets, and records. There will be a period of transition before the separation is complete. The two institutions will continue to share the same campus and to work together in harmony, but they will be two separate and distinct schools, each with its peculiar mission to fulfill. The Board also authorized a change in the name of the College.

Pace College is celebrating its semicentennial anniversary during the academic year 1956-1957 with a year-long program of special events, conferences, and academic convocations. A formal announcement of the opening of the celebration was made at the Commencement Exercises in June. In October of this year, a Convocation will be held in observance of Founders Day. Professor Jesse S. Raphael, a member of the Law Department of Pace College since 1929, and a contributor to *COLLEGE AND UNIVERSITY*, is serving as Co-ordinator of the Semicentennial Year. He has announced that the theme for the year is: "Responsible Participation in an Economy of Free Men."

An informal reception for prominent leaders in business, industry, education, and government was held at the College on May 1. Guest speaker on this occasion was Dr. John J. Theobald, President of Queens College and Deputy Mayor of New York City. Events in the coming months will

include a conference dealing with the planning and development of New York City, an all-student forum, and a conference on education for business technology.

A change in the final examination policy for Central State College students was instituted beginning with the spring semester 1955-1956. The last two weeks of each semester and the last weeks of the summer session will be declared "quiet periods," which means there will be no scheduled activities or events of any kind on the college campus during that time. Students and faculty will have an opportunity to complete their work and prepare for the final examinations. This change has been made for three reasons: first, the students and faculty have requested the "quiet time." Secondly, teachers will have more time to grade papers and record final grades. Finally, the exams will be spread over a longer period. The tests begin on Friday, which means an extra day for exams.

Mills College now bears the reputation as the West Coast college with one of the most completely integrated programs in the American Studies field. A \$70,000 grant from the Carnegie Corporation to the widely recognized program has been announced. Terms of the Carnegie gift provide for a five-year expansion of the current Mills plan for the study of American Civilization and the financing of a large-scale experimentation program which may very well stimulate important educational trends of the future. The over-all aim is to break down the barriers of departmental lines. In addition to the introduction of experimental group teaching methods, other major features of the long-range integration project will include a pioneer post-doctoral seminar for professors. The joint teaching method will apply to courses in American literature and American history with the professors in these fields periodically changing roles to broaden the scope of each other's classes. The new program calls for the continuation and expansion of Mills humanities courses in American Values and in Contemporary American Thought.

Today's high school graduates are better educated than the graduates of a dozen years ago, a nation-wide series of tests administered by the University of Chicago shows. At the same time, the variations in educational achievement from state to state are so great that students in many areas are being short-changed educationally. The results come from new test standards for educational achievement designed by Benjamin S. Bloom, Professor of Education and Examiner for the University of Chicago. The tests were divided into five main sections, English, Social Studies, Natural Sciences, Literary Materials, and Mathematics. The most improvement be-

tween 1943 and 1955 was noted in mathematics, the least in social studies. The new tests were given to some 39,000 high school seniors in their last two months of school. This is a statistically arrived at sample of five per cent of the nation's high school students. They are intended to provide a new set of standards to replace those developed in 1943 in the Test of General Educational Development of the Armed Forces Institute. The need to replace the older tests came because it was suspected that the older standards were somewhat too low. The differences between the states were extremely marked. While all student had been exposed to twelve years of formal education, eighty per cent of the students in the best state ranked better than the average student in the worst. This provides an index of the effectiveness of each state's educational system. The identity and rankings of individual states are not revealed in these findings, because the main purpose of the tests was to establish standards of educational achievement, rather than to survey the educational differences between the states.

About one quarter of the high school graduates on a national average go on to college. In the top third of the states on the tests, eighty-eight per cent had more than the national average. In the bottom third of the states, only nineteen per cent had the national average of students going on to college. The educational differences revealed by the tests also show relationships with Selective Service rejections based on the Armed Forces Qualification tests. These rejections vary from one to fifty-six per cent of all the men registered for the draft, and average nationally some 16.4 per cent.

During the 1956 summer American industry will accept foreign engineering students for training, and American engineering students will work abroad under a unique program which provides foreign on-the-job training for advanced students of science and technology. The program, in which 21 countries participate, is that of the International Association for the Exchange of Students for Technical Experience (IAESTE). The Institute of International Education, New York City, at the request of the American Society for Engineering Education (ASEE), is serving as the central co-ordinating agency for U.S. participation in the program this year. Under the IAESTE program students are sent abroad for on-the-job training during their summer vacation for a minimum period of eight weeks. During the 1955 summer 5,153 engineering students from the 21 member countries trained at 2,500 industrial firms in countries other than their own. The United States received 39 students and 20 Americans took foreign training assignments.

The Institute of International Education, New York City, has received a grant of \$250,000 from the Rockefeller Foundation: this is a five-year

grant of \$50,000 a year, which will help create the financial stability necessary to the Institute so that the core of its vital work will be free in part from the fluctuations of year-to-year support.

In preparation is a practical manual for admissions officers, registrars, and foreign student advisers, entitled, "A Guide to the Selection of Foreign Students." The project has been developed co-operatively by AACRAO and the Institute of International Education. The advisory committee, made up chiefly of admissions officers, also includes foreign student advisers, a representative of the Association of Graduate Schools, and observers from the U.S. Office of Education and the State Department. Martena Tenney Sasnett has been chosen as editor. The Institute of International Education is carrying the financial and editorial responsibility for the project.

The members of the advisory committee are:

Paul M. Chalmers, Adviser to Foreign Students, Massachusetts Institute of Technology

John E. Fellows, Dean of Admissions and Registrar, University of Oklahoma

Donald H. Klinefelter, Director of Admissions, Carleton College

Clara H. Koenig, Assistant to the Dean of Admissions and Records, University of Minnesota

Catherine R. Rich, Registrar, The Catholic University of America

Hartley Simpson, Associate Dean, Graduate School, Yale University

William H. Strain, Admissions Director, Indiana University

Benjamin K. Swartz, Director, East Los Angeles Junior College

J. Richard Toven, Assistant Dean of Admissions, New York University

Donald J. Shank, Institute of International Education (Chairman)

Donald B. Cook, Chief, Youth Activities Division, International Educational Exchange Service, Department of State (ex officio)

Marjorie Johnston, Office of Education (ex officio)

The manual will outline a normative pattern of admissions practices and sketch briefly government rulings and overseas government procedures relating to foreign students. Samples of admissions materials will be included in the appendix. The booklet will be available by the late fall of 1956.

Placement Service

Under its Committee on Evaluation and Standards, AACRAO maintains a Placement Service, which serves as a clearing house for those seeking employment and those with vacancies to fill. The service is under the direction of J. Everett Long, West Virginia University, Morgantown. There is no charge for listing.

There is a fee of \$3.00, however, for those who wish to publish a notice on this page. They should send with their application for listing, copy for the advertisement (limited to 50 words) which they wish to insert. For insertions beyond the first, the charge is \$1.00 an issue. Remittance in full in favor of the American Association of Collegiate Registrars and Admissions Officers should accompany the application.

Correspondence, applications for listing, and inquiries about advertisements should be directed to Mr. Long. Requisitions and purchase orders should be directed to the American Association of Collegiate Registrars and Admissions Officers, in care of Mr. Long.

Neither the Association nor its Committee is an employment agency, and neither assumes any obligation as to qualifications of prospective employees or responsibility of employers. It is expected that at least some reply will be made to all those answering advertisements.

POSITION SOUGHT: Registrar or assistant. Extensive experience in government administration, public relations, editing, veterans counseling. Secondary and collegiate teaching. A.M. degree. Age 46. Résumé and references on request. Address: HCB, Care Editor. (1/1)

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ROBERT E. MAHN

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42nd Annual Meeting



Program

*April 17, 18, 19, and 20
1956*

Sheraton-Cadillac Hotel
DETROIT, MICHIGAN

REGISTRATION

Fourth Floor Lobby

Monday, April 16—10:00 A.M. to 5:00 P.M.

Tuesday, April 17—8:30 A.M. to 5:00 P.M.

Wednesday, April 18—8:00 A.M. to 5:00 P.M.

Thursday, April 19—8:30 A.M. to 3:00 P.M.

MONDAY, APRIL 16

8:30 A.M. to 9:30 P.M.

TOUR OF NIAGARA FALLS

TUESDAY, APRIL 17

11:30 A.M. to 1:45 P.M.

LUNCHEON AND CLINIC FOR
REGISTRARS AND ADMISSIONS OFFICERS

Grand Ballroom, Fourth Floor

Presiding—WILLIAM F. ADAMS, Dean of Admissions,
University of Alabama

1:45 P.M. to 9:00 P.M.

TOUR OF FORD MOTOR COMPANY, GREEN-
FIELD VILLAGE, EDISON INSTITUTE, UNI-
VERSITY OF MICHIGAN, AND DINNER AT
THE MICHIGAN UNION

WEDNESDAY, APRIL 18

9:00 A.M. to 11:00 A.M.

GENERAL SESSION

Grand Ballroom, Fourth Floor

Convening the Meeting—EDWARD G. GROESBECK, Gen-
eral Chairman of Local Arrangements

Presiding—JOHN M. RHOADS, President

Invocation—THE REVEREND FATHER CELESTIN STEIN-
ER, President, University of Detroit

Welcome—DR. CLARENCE C. HILBERRY, President,
Wayne University

Address—"The Work and Hopes of the United
Nations in the Atomic Age"—DR. FRANK P. GRA-
HAM, United Nations Representative for India and
Pakistan

Address—"As We See You"—PAUL ELICKER, Executive
Secretary, National Association of Secondary School
Principals

WEDNESDAY, APRIL 18 (Cont.)

11:00 A.M. to NOON

VISIT THE EXHIBITS

11:45 A.M. to 1:45 P.M.

LUNCHEON FOR WOMEN MEMBERS AND WIVES

Crystal Ballroom, Fourth Floor

Speaker—MRS. MYRTLE LABBITT, Reporter for CKLW
radio and television station, "*A Swede Without
Reservations*"

2:00 P.M. to 3:30 P.M.

BUSINESS MEETING

Grand Ballroom, Fourth Floor

Presiding—JOHN M. RHODS, President
Report of the Executive Committee—FLORENCE N.
BRADY, Secretary, Registrar, Occidental College
Report of the Constitution and By-Laws Committee—
ROY ARMSTRONG, Chairman, Director of Admissions,
University of North Carolina at Chapel Hill

3:30 P.M. to 4:30 P.M.

GENERAL SESSION

Report on Student Retention and Withdrawal Study
—EARL IFFERT, U.S. Office of Education

8:30 P.M.

*Music Hall Theatre, 350 Madison
(7 blocks from Sheraton-Cadillac)*

"CINERAMA HOLIDAY"

THURSDAY, APRIL 19

9:00 A.M. to 11:30 A.M.

GENERAL SESSION

Grand Ballroom, Fourth Floor

Presiding—CHARLES E. HARRELL, Second Vice-Presi-
dent

Address—"Higher Education for the Many"—DR.
JOHN J. THEOBALD, President, Queens College,
Flushing, New York, and Deputy Mayor, City of
New York

Address—"The Differential Prediction of Success in
Various College Course Areas"—DR. PAUL HORST,
Professor of Psychology and Executive Director,
Division of Counseling and Testing Services, Uni-
versity of Washington

THURSDAY, APRIL 19 (Cont.)

Address—"Looking Ahead to 1970"—DR. IRA M. SMITH, Registrar Emeritus, University of Michigan, Past President of AACRAO

10:00 A.M. to 4:00 P.M.

SPECIAL SHOPPING TOUR TO "NORTHLAND" FOR THE WIVES

2:00 P.M. to 4:00 P.M.

PANEL DISCUSSIONS

General Chairman—OLIVER W. WAGNER, Director of Student Records, Washington University

At each of the panel discussions, major emphasis will be placed on audience questions, group participation, and the application of ideas to individual institutions.

1. MANUALS OF OFFICE PROCEDURE

Pan-American Room, Fifth Floor

JOHN FELLOWS, *Chairman*, Dean of Admissions and Registrar, University of Oklahoma

Why Have Office Manuals?—JOHN FELLOWS

How Can a Manual Be Developed?—D. T. ORDEMAN, Registrar, Oregon State College

What Should Be Its Arrangement and Appearance?—STANLEY A. WARD, Assistant to the Director, Office of Registration and Records, University of Michigan

Is the Making of a Manual Worth the Effort?—EMMA E. DETERS, Registrar, University of Buffalo

GUY H. THOMPSON, *Recorder*, Registrar, Southwest Missouri State College

2. PRE-REGISTRATION

Sheraton Room, Fifth Floor

ROBERT E. MAHN, *Chairman*, Registrar, Ohio University

What Are Its Basic Elements?—DAVID A. WARREN, Assistant Registrar, Cornell University

How Does One Get It?—RAYMOND GIROD, Registrar, Oklahoma Agricultural and Mechanical College

How Adaptable and How Flexible Is It?—MAXINE ENTWHISTLE, Recorder, Northern Illinois State College

What About the Other Side?—TED MCCARREL, Director of Admissions and Registrar, The State University of Iowa

ELIZABETH HANES, *Recorder*, Assistant to the Registrar, California Institute of Technology

THURSDAY, APRIL 19 (Cont.)

3. ANALYSIS AND DESIGN OF OFFICE FORMS

Parlor H, Fifth Floor

ELLSWORTH GERRITZ, *Chairman*, Director of Admissions and Registrar, Kansas State College

How Does One Analyze the Need for Specific Office Forms?—JACK N. WILLIAMS, Registrar, Creighton University

How Can Forms Be Best Designed to Meet the Need?—JOHN DUNLOP, Registrar, Rensselaer Polytechnic Institute

What Are the Procedural and Equipment Limitations?—WILLIAM CARMICHAEL, Registrar, Georgia Institute of Technology

TRUMAN POUNCEY, *Recorder*, Registrar, St. Cloud State Teachers College

4. UTILIZATION OF INSTITUTIONAL SPACE

Normandie Room, Fourth Floor

ALBERT F. SCRIBNER, *Chairman*, Registrar, Valparaiso University

What Are the Fallacies in Conventional Measurement of Space Utilization?—DONOVAN E. SMITH, Planning Analyst, University of California at Berkeley and Member of California and Western Conference Cost and Statistical Study

From the Point of View of the Large Institution?—CLARENCE E. DAMMON, Registrar, Purdue University, and KERMIT SMITH, Assistant Registrar, Michigan State University

From the Point of View of the Smaller Institution?—LINFORD A. MARQUART, Registrar, National College of Education

KERMIT SMITH, *Recorder*

5. IMPLICATIONS OF IMPENDING ENROLLMENT PRESSURES

Grand Ballroom, Fourth Floor

PAUL L. TRUMP, *Chairman*, Director of Admissions, University of Wisconsin

What Basic Principles Should Guide Institutions of Various Types?—B. ALDEN THRESHER, Director of Admissions, Massachusetts Institute of Technology

How Can Junior College and Four-year College Admission Selections Be Best Coordinated?—ROBERT H. PLUMMER, Dean of Guidance and Counseling, Flint Junior College

What Are the Special Implications for Public Colleges?—W. B. SHIPP, Registrar and Director of Admissions, University of Texas

THURSDAY, APRIL 19 (Cont.)

What Are the Special Implications for Private Colleges?—H. J. SHEFFIELD, Director of Admissions and Registration, University of Southern California

What Are the Implications for Geographical Priorities in Admissions?—O. W. HASCALL, Director of Admissions and Records, University of Colorado

RICHARD AXEN, *Recorder*, Registrar and Director of Admissions, University of Kansas City

6. ACTION PROGRAMS IN HIGH SCHOOL-COLLEGE RELATIONS

Reception Room, Fourth Floor

CLAUDE SIMPSON, *Chairman*, Director of Admissions and Registrar, State College of Washington

High School-College Relations in the Wide Open Spaces—LEONARD G. NYSTROM, Registrar, Southern Methodist University

The Development of College-sponsored High School Activities in Michigan—HAROLD E. JONES, Principal, Mount Pleasant High School

The Freshman Advanced Standing Program at Indiana University—WILLIAM H. STRAIN, Admissions Director, Indiana University

The Role of Standing Committees in the Articulation of Educational Programs in California—KATHARINE WALKER, Assistant Director of Relations with Schools, University of California at Los Angeles

School-College Relations on the National Level—PAUL E. ELICKER, Executive Secretary, National Association of Secondary School Principals

NEIL FREELAND, *Recorder*, Director of Admissions, Christian College

6:30 P.M.

BANQUET*

Grand Ballroom, Fourth Floor

Presiding—JOHN M. RHOADS, *President*

Toastmaster—R. F. THOMASON, Dean of Admissions, University of Tennessee, and Past President of AACRAO

Invocation—THE REVEREND WILLIAM L. HOOVER, Dean of Education and former Registrar, Detroit Bible Institute

Music—University of Detroit Mixed Glee Club

Address—"The Joys That Free Men Know"—WALTER F. GREIS, Superintendent of the Welfare Department, Cleveland Cliffs Iron Company, Ishpeming, Michigan, and Vice-President of the Michigan State Board of Education

* Afternoon dress for ladies, business suits for gentlemen.

FRIDAY, APRIL 20

9:00 A.M. to 11:00 A.M.

QUESTION BOX

General Chairman—EDWARD T. DOWNER, University Registrar, Western Reserve University

1. Admissions

Institutions over 1000, Private—Parlor H, Fifth Floor

C. WILLIAM REILEY, Chairman, Director of Admissions, Northwestern University

Institutions over 1000, Public—Normandie Room, Fourth Floor

C. ZANER LESHER, Chairman, Registrar and Director of Admissions, University of Arizona

Institutions under 1000—Reception Room, Fourth Floor

DONALD H. KLINEFELTER, Chairman, Director of Admissions, Carleton College

2. Records and Registration

Institutions over 1000, Private—Grand Ballroom, Fourth Floor

R. E. HEWES, Chairman, Associate Registrar, Massachusetts Institute of Technology

Institutions over 1000, Public—Crystal Ballroom, Fourth Floor

WILLIAM C. POMEROY, Chairman, Registrar, University of California at Los Angeles

Institutions under 1000—Pan-American Room, Fifth Floor

W. LYLE WILLHITE, Registrar, Knox College

3. Admissions, Records and Registration

Professional Schools (Dentistry, Medicine, Osteopathy, Pharmacy, etc.)—Sheraton Room, Fifth Floor

W. B. PARKER, Chairman, Registrar, School of Medicine, Washington University

11:00 A.M. to 11:30 A.M.

CLOSING SESSION

Grand Ballroom, Fourth Floor

Presiding—JOHN M. RHOADS, President

Report of the Budget Committee—ALBERT F. SCRIBNER, Chairman, Registrar, Valparaiso University

Report of the Resolutions Committee—HARVEY HALL, Chairman, Registrar, Stanford University

Report of the Nominating Committee—RONALD B. THOMPSON, Chairman, Registrar, The Ohio State University

Introduction of WILLIAM C. SMYSER, President, 1956-1957

Announcement of time and place of 1958 and 1959 meetings

Statement by CHARLES MARUTH, General Chairman of Local Arrangements for the 1957 meeting in Denver

Adjournment of the Forty-second Annual Meeting

COMMITTEE MEETINGS

MONDAY, APRIL 16

9:00 A.M.

High School-College Relations Committee..Parlor H
Nominations Committee Parlor G
Registration Committee Parlor F

10:00 A.M.

Admissions Policies and Practices
Committee Parlor G
Banquet Committee Parlor J
Constitution and By-Laws Committee Parlor F
Executive Committee Room 500
Public Relations Committee Parlor I

2:00 P.M.

Catalog Committee Parlor F
Executive Committee Room 500
Resolutions Committee Parlor G

7:00 P.M.

Budget Committee Room 500
Catalog Committee Parlor F
Honorary Membership Committee Parlor G
Office Forms Committee Parlor J
Transcript Adequacy Committee Parlor I

TUESDAY, APRIL 17

8:00 A.M.

Admission Policies and Practices
Committee Parlor G
Guide to Credit Given
Committee Pan-American Room
High School-College Relations Committee .. Parlor I
Regional Associations Committee Parlor H
Standards and Evaluation Committee Parlor F

9:00 A.M.

Student Retention and Withdrawal Study
Committee Parlor J
Transcript Adequacy Committee Parlor F

9:30 A.M.

Tours Committee Registration Desk

10:00 A.M.

Cooperation with Governmental
Agencies Committee Parlor G
Special Projects Committee Parlor I

12:00 NOON

Executive Committee (Luncheon) Room 500

COMMITTEE MEETINGS (Cont.)

WEDNESDAY, APRIL 18

7:30 A.M.

VACRAO Breakfast Parlor F

8:00 A.M.

Board of Editors Breakfast Room 500

12:00 NOON

Executive Committee (Luncheon) Room 500

4:00 P.M.

Banquet Committee Parlor J

High School-College Relations Committee .. Parlor I

7:30 P.M.

Publicity Committee Parlor J

8:30 P.M.

Resolutions Committee Parlor G

Selective Admissions Workshop Parlor J

THURSDAY, APRIL 19

7:30 A.M.

Past Presidents' Breakfast Parlor H

12:00 NOON

Executive Committee (Luncheon) Room 500

1:00 P.M.

Exhibits Committee Parlor H

2:00 P.M.

Executive Committee Room 500

FRIDAY, APRIL 20

9:00 A.M.

Executive Committee Room 500

12:00 NOON

Executive Committee (Luncheon) Room 500
(Joint Luncheon of Retiring and New
Executive Committee)

OFFICERS—1955-56

President

JOHN M. RHOADS Temple University

First Vice-President

WILLIAM CRAIG SMYSER Miami University

Second Vice-President

CHARLES E. HARRELL Indiana University

Secretary

FLORENCE N. BRADY Occidental College

Treasurer

E. VINCENT O'BRIEN Fordham University

COMMITTEES

Executive

JOHN M. RHOADS, *President* Temple University

WILLIAM CRAIG SMYSER, *First Vice-President* Miami University

CHARLES E. HARRELL, *Second Vice-President* Indiana University

FLORENCE N. BRADY, *Secretary* Occidental College

E. VINCENT O'BRIEN, *Treasurer* Fordham University

S. A. NOCK, *Editor* Pace College

ALBERT F. SCRIBNER, *Past President* .. Valparaiso University

ENOCK C. DYRNES, *Chairman, Committee on Special Projects* Wheaton College

CLYDE VROMAN, *Chairman, Committee on Regional Associations* University of Michigan

Board of Editors

S. A. NOCK, *Editor* Pace College

NELL M. ROTHCHILD, *Advertising Manager* Packer Collegiate Institute

EDWARD M. STOUT, *Subscription Manager* DePaul University

WILLIAM GLASGOW BOWLING, *Book Review Editor* .. Washington University

ELEANOR TIBBETTS, *Professional Reading Editor* .. Gallaudet College

CLYDE VROMAN, *Regional Associations Editor* .. University of Michigan

MARJORIE M. CUTLER, *Associate Editor* University of Denver

THOMAS A. GARRETT, *Associate Editor* St. Michael's College

CHARLES E. HARRELL, *Associate Editor* Indiana University

ROBERT E. MAHN, *Associate Editor* Ohio University

D. T. Ordeman, *Associate Editor* ... Oregon State College

TRUE E. PETTINGILL, *Associate Editor* University of Minnesota

COMMITTEES (Cont.)

Budget

ALBERT F. SCRIBNER, *Chairman* Valparaiso University
JOHN M. RHOADS Temple University
WILLIAM C. SMYER Miami University
E. VINCENT O'BRIEN Fordham University

Constitution and By-Laws

ROY ARMSTRONG, *Chairman* University of North Carolina
PERCY F. CRANE University of Maine
LEONARD G. NYSTROM Southern Methodist University
INEZ FRAYSETH St. Olaf College
EUGENE MITTINGER John Carroll University
HATTIE JARMAN .. Teachers College, Columbia University

Cooperation with Governmental Agencies

R. F. THOMASON, *Chairman* University of Tennessee
ELWOOD C. KASTNER New York University
GEORGE TUTTLE University of Illinois
RICHARD L. TUTHILL Duke University

Delegates to the American Council on Education

ALBERT F. SCRIBNER Valparaiso University
JOHN M. RHOADS Temple University
WILLIAM C. SMYER Miami University
SAMUEL A. NOCK (Alternate) Pace College
RONALD B. THOMPSON (Alternate) The Ohio State University

Evaluation and Standards

R. E. MCWHINNIE, *Chairman* University of Wyoming
ELSIE BRENNEMAN Illinois State Normal University
IRENE M. DAVIS Johns Hopkins University
ELLEN L. DEERING College of the Pacific
D. B. DONER South Dakota State College
J. EVERETT LONG West Virginia University
JAMES HITT University of Kansas
EMMA E. DETERS University of Buffalo
ENOCK C. DYRNESS (ex officio) Wheaton College

Honorary Membership

FLORENCE BRADY, *Chairman* (ex officio) Occidental College
ROY ARMSTRONG University of North Carolina
J. ANTHONY HUMPHREYS Woodrow Wilson Junior College
B. HOPKINS MOSES Yale University
WILLIAM C. POMEROY University of California at Los Angeles
CATHERINE R. RICH Catholic University of America

Nominations

RONALD B. THOMPSON, *Chairman* The Ohio State University
GEORGE TUTTLE University of Illinois
ELLEN L. DEERING College of the Pacific
WILLIAM ADAMS University of Alabama
ELWOOD C. KASTNER New York University

COMMITTEES (Cont.)

Public Relations

ALFRED THOMAS, JR., *Chairman* Arizona State College
HERBERT WILLIAMS Cornell University
STANLEY A. WARD University of Michigan
B. HOPKINS MOSES Yale University

Resolutions

HARVEY HALL, *Chairman* Stanford University
ROBERT W. TRIPP Mt. Union College
ARTHUR M. GOWAN Iowa State College
MAURICE J. MURPHY Duquesne University
JOHN A. HUNTER Louisiana State University
OTIS H. MILAM, JR. Fairmont State College
ROBERT HEWES Massachusetts Institute of Technology

Special Projects

General

ENOCK C. DYRNES, *Chairman* Wheaton College
TED MCCARREL The State University of Iowa
S. A. NOCK (ex officio) Pace College
ETHEL B. TONER University of Washington

Admissions Policies and Practices

GEORGE MILLER, *Chairman* Wayne University
GEORGE LAUER Central Michigan College
MAURICE MURPHY Duquesne University
WILLIAM E. SCOTT University of Chicago
WILLIAM H. STRAIN Indiana University
VALERIE C. WICKHEM University of Chicago

Catalogs

ALFRED THOMAS, JR., *Chairman* Arizona State College
EVELYN BALDWIN Westminster College in Utah
JAMES L. BUFORD Vanderbilt University
MARJORIE M. CUTLER University of Denver
H. W. FRANKENFELD University of South Dakota
INEZ FRAYSETH St. Olaf College
LEO HAUPTMAN Ball State Teachers College
FLOYD W. HOOVER University of Nebraska
CLAUDE SIMPSON State College of Washington
W. LEO SMITH Montana State University

Enrollment Trends and Space Utilization

ALBERT F. SCRIBNER, *Chairman* Valparaiso University
CLARENCE E. DAMON Purdue University
LINFORD MARQUART National College of Education
KERMIT SMITH Michigan State University
RONALD B. THOMPSON The Ohio State University

Evaluation of Foreign Student Credentials

HERMAN A. SPINDT, *Chairman* University of California
WILLIAM H. STRAIN Indiana University
R. E. TSCHAN Pennsylvania State University

Glossary of Terms

ROBERT MAHN Ohio University

COMMITTEES (Cont.)

Guide to Credit Given

TED MCCARREL, *Chairman* . . . The State University of Iowa
D. A. CROSSMAN University of Illinois
RONALD B. THOMPSON The Ohio State University

Handbook

D. T. ORDEMAN, *Chairman* Oregon State College
CLIFFORD CONSTANCE University of Oregon
ANNA C. NUNN Idaho State College
LEONARD NYSTROM Southern Methodist University
J. G. QUICK University of Pittsburgh

High School-College Relations (Steering Committee)

CLAUDE SIMPSON, *Chairman* . . . State College of Washington
ELSIE BRENNEMAN Illinois State Normal University
JOHN M. DANIELS Carnegie Institute of Technology
E. M. GERRITZ Kansas State College
O. W. HASCALL University of Colorado
LEONARD NYSTROM Southern Methodist University
WILLIAM H. STRAIN Indiana University
PAUL L. TRUMP University of Wisconsin
CLYDE VROMAN University of Michigan

Machine Equipment

N. M. PARKHURST, *Chairman* Purdue University
E. A. BATCHELDER University of Pittsburgh
MARSHALL BEARD Iowa State Teachers College
ELIZABETH MCCANN Loyola University
KERMIT SMITH Michigan State University
H. E. TEMMER University of Illinois
S. E. WIRT Purdue University

Office Forms

OLIVER W. WAGNER, *Chairman* . . . Washington University
ALTON BRAY Southeast Missouri State College
W. L. CARMICHAEL Georgia Institute of Technology
JOHN A. DUNLOP Rensselaer Polytechnic Institute
E. M. GERRITZ Kansas State College
GRETCHEN M. HAPP The Principia College
PAUL McDONALD St. Louis University
E. C. SEYLER University of Illinois
J. N. WILLIAMS The Creighton University

Transcript Adequacy

HOWARD B. SHONTZ, *Chairman* . . . University of California
ROY M. CARSON Colorado State College of Education
CHARLES W. EDWARDS Alabama Polytechnic Institute
GRETCHEN M. HAPP The Principia College
KATHERINE E. HILLIKER Boston University
JAMES K. HITT University of Kansas
R. E. MCWHINNIE University of Wyoming
ETHELYN TONER University of Washington

Student Retention and Withdrawal Study

R. F. THOMASON, *Chairman* University of Tennessee
JOSEPH CONNOR Georgetown University
IRENE M. DAVIS Johns Hopkins University
EDWARD G. GROESBECK University of Michigan
REBECCA C. TANSIL Maryland State Teachers College
ENOCK C. DYRNESS (ex officio) Wheaton College

ANNUAL MEETING COMMITTEES

EDWARD G. GROESBECK, *General Chairman* .. University of Michigan

Banquet

MURIEL PARSELL, *Chairman* Flint Junior College
R. H. BECHTOLD General Motors Institute
GENEVIEVE DOOLEY Lawrence Institute of Technology
STELLA MORRIS Colorado A & M College
ELIZABETH A. PLATT Wayne University

Conference News

GAYLE C. WILSON, *Chairman* University of Michigan
GEORGE L. BRADLEY Rhode Island School of Design
JOSEPH G. CONNOR Georgetown University
HERBERT DORRICOTT Western State College
GRETCHEN M. HAPP The Principia College
KENNETH HEAFIELD Michigan College of Mining & Technology
RUDOLPH M. MORRIS Northeastern University
J. A. NORTON University of Utah
LYVONNE RUSBERG Grand Rapids Junior College
KARL W. SCHLABACH Community College & Technical Institute
KENNETH W. WEGNER Carleton College

Exhibits

WILLIAM E. SLABY, *Chairman* Wayne University
JOSEPH A. BERKOWSKI University of Detroit
H. DEAN BURDICK Colorado School of Mines

Hospitality

GEORGE N. LAUER, *Chairman* ... Central Michigan College
CLYDE R. BAIRD Kansas State Teachers College
WILLIAM C. BURGER Colorado School of Mines
COL. ARTHUR E. BUDREAU U. S. Air Force Academy
ROY CARSON Colorado State College of Education
MAJ. WILLIAM COX U. S. Air Force Academy
LAURA M. CROSS University of Wichita
JAMES H. DEAN Berea College
EDWARD H. EASLEY Eastman School of Music
JOSEPH C. EVANS University of Toronto
DONALD FEATHER University of Michigan
ROBERT P. FOSTER Northwest Missouri State College
DONALD HOUGHTON Detroit Institute of Technology
HAROLD E. LOEW Columbia University
G. R. MCCOY Evansville College
OWEN MCDOWELL New Haven State Teachers College
FREDERICK A. NORTON College of Holy Cross
WILLIAM E. NUDD Case Institute of Technology
LT. COL. VIRGIL O'CONNOR U. S. Air Force Academy
THOMAS SERMON Michigan College of Mining and Technology
PERRIN C. SMITH Austin College
ROBERT E. SUMMERS University of Minnesota
EUGENIE WALKER Northern Illinois State Teachers College
PAUL WRIGHT University of California
WHERRY ZINGG Rutgers University

Sub Committee for the Entertainment of Ladies

HELEN POWELL, *Chairman* Wayne University
HELEN ALLISON University of Western Ontario
MARJORIE CUTLER University of Denver
SISTER FRANCES ELLEN Marygrove College
ESTHER LYMAN Adams State College
MAYBELLE STEVENS Merrill-Palmer School

ANNUAL MEETING COMMITTEES (Cont.)

Housing

SISTER MIRIAM FIDELIS	Marygrove College
FATHER J. J. GIBBONS	Regis College
SISTER REMIGIA	Madonna College

Marshal

CHARLES MARUTH	University of Denver
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Publicity, Promotion, and Press Relations

HENRY PIXLEY, <i>Chairman</i>	Wayne University
O. W. HASCALL	University of Colorado
FLORENCE KREITER	Hillsdale College
EVERETT MARSHALL	Michigan State Normal College
B. HOPKINS MOSES	Yale University
STANLEY A. WARD	University of Michigan

Registration

LYLE B. LEISENRING, <i>Chairman</i>	Michigan State University
ALBERT M. AMMERMAN ..	Henry Ford Community College
E. J. CARVER	University of Denver
WENDELL FULLER ..	Des Moines Still College of Osteopathy & Surgery
OLIVER HAGGLUND	Gustavus Adolphus College
FRANCES HUTCHINSON	University of Denver
KATHRYN McCRAW	Williams College
CLAYTON MAUS	Western Michigan College
WALTER E. THORSBURG	Bay City Junior College
HAROLD E. WISNER	Ferris Institute

Secretarial

PAUL ANDREWS, <i>Chairman</i>	Wayne University
ROBERT L. GARFIELD	University of Michigan
HERBERT N. STOUTENBURG, JR. ..	Michigan State University

Tours

WALTER GREIG, <i>Chairman</i>	Cleary College
THOMAS A. EMMETT	University of Detroit
DON HOUGHTON	Detroit Institute of Technology
MAJ. JAMES HUNTER	U. S. Air Force Academy
GEORGE L. MILLER	Wayne University
MILTON E. NOBLE	Brown University

REGISTRATION OF MEETINGS

1910-1955

<i>Regis- tra- tions</i>	<i>Year</i>	<i>Place</i>	<i>President</i>
24	1910	Detroit	A. H. PARROTT, North Dakota Agricultural College (Chairman)
30	1911	Boston	*A. H. ESPENSHADE, Pennsylvania State College (Chairman)
38	1912	Chicago	*A. H. ESPENSHADE, Pennsylvania State College
23	1923	Salt Lake City	*J. A. CRAVENS, Indiana University
46	1914	Richmond	E. J. MATHEWS, University of Texas
55	1915	Ann Arbor	*G. O. FOSTER, University of Kansas
69	1916	New York	WALTER HUMPHRIES, Massachusetts Institute of Technology
66	1917	Lexington	*F. A. DICKEY, Columbia University
106	1919	Chicago	*A. W. TARBELL, Carnegie Institute of Technology
107	1920	Washington	EZRA L. GILLIS, University of Kentucky
118	1922	St. Louis	*A. G. HALL, University of Michigan
160	1924	Chicago	J. A. GANNETT, University of Maine
105	1925	Boulder	*T. J. WILSON, JR., University of North Carolina
155	1926	Minneapolis	G. P. TUTTLE, University of Illinois
214	1927	Atlanta	*R. M. WEST, University of Minnesota
253	1928	Cleveland	IRA M. SMITH, University of Michigan
119	1929	Seattle	C. E. FRILEY, Agricultural and Mechanical College of Texas
250	1930	Memphis	*E. J. GRANT, Columbia University
252	1931	Buffalo	J. P. MITCHELL, Stanford University
282	1932	Chicago	R. N. DEMPSTER, Johns Hopkins University
266	1933	Chicago	J. G. QUICK, University of Pittsburgh
219	1934	Cincinnati	*F. O. HOLT, University of Wisconsin
245	1935	Raleigh	K. P. R. NEVILLE, University of Western Ontario
309	1936	Detroit	*ALAN BRIGHT, Carnegie Institute of Technology
285	1937	Kansas City	*J. R. SAGE, Iowa State College
334	1938	New Orleans	FRED L. KERR, University of Arkansas
442	1939	New York	EDITH D. COCKINS, The Ohio State University
325	1940	St. Louis	WILLIAM S. HOFFMAN, The Pennsylvania State College
404	1941	Chicago	J. C. MACKINNON, Massachusetts Institute of Technology
316	1942	Chicago	A. H. LARSON, Eastman School of Music

REGISTRATION OF MEETINGS (Cont.)

381	1944	Chicago	*J. R. ROBINSON, George Peabody College
285	1946	Atlanta	ERNEST C. MILLER, University of Chicago
380	1947	Denver	S. WOODSON CANADA, University of Missouri
622	1948	Philadelphia	CARRIE MAE PROBST, Goucher College
586	1949	Columbus	R. FRED THOMASON, University of Tennessee
419	1950	San Francisco	R. E. McWHINNIE, University of Wyoming
348	1951	Houston	ELWOOD C. KASTNER, New York University
702	1952	Washington	JOHN E. FELLOWS, University of Oklahoma
588	1953	Minneapolis	EMMA DETERS, University of Buffalo
651	1954	St. Louis	RONALD B. THOMPSON, The Ohio State University
764	1955	Boston	ALBERT F. SCRIBNER, Valparaiso University

* Deceased

NOTES

NOTES

EXHIBITS

The exhibits, this year located in the Founder's Room, traditionally constitute an important part of our Annual Meeting. They provide each member an opportunity to view the latest in office equipment and procedures. Whether your domain be admissions, records, or registration, you will find something in the exhibits area that should enable your office to perform more efficiently or economically. Booth numbers correspond to exhibits as listed below.

<i>Booth Number</i>	<i>Exhibitor</i>
1 and 2	The McBee Company
3	Federal I. D. Equipment Corporation
4 and 5	Remington Rand Division of Sperry Rand Corporation
6, 7 and 8	International Business Machines Corporation
9 and 10	Recordak Corporation
11	Ozalid Division of General Aniline and Film Corporation
12 and 13	Perfect Photo Identification, Inc.
14	E. A. Wright Company
15 and 16	Addressograph-Multigraph Corporation
17	Educational Testing Service
18	Machol Edge Index, Inc.
19	American Automatic Typewriter Company
20	Copease Corporation
22 and 23	Charles Bruning Company, Inc.
24 and 25	Eastman Kodak Company
26	Victor Adding Machine Company
27	Office Forms

